

Beacon Park School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Beacon Park School
Street	200 Cultivate
City, State, Zip	Irvine, CA 92618
Phone Number	949-936-8400
Principal	Bob Curley
Email Address	bobcurley@iusd.org
School Website	https://beaconpark.iusd.org/
County-District-School (CDS) Code	30-73650-0133389

2021-22 District Contact Information

District Name	Irvine Unified School District
Phone Number	949-936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
District Website Address	www.iusd.org

2021-22 School Overview

Beacon Park is a collaborative, compassionate, innovative, and visionary community where we encourage intellectual risk-taking in a safe, nurturing environment. At Beacon Park, we empower students with a core-set of values; create a culture of innovation; and personalize each learning environment with meaningful integration of technology which meets the unique needs of all learners. Beacon Park School will prepare the students to think critically and creatively and to be problem solvers and well-rounded lifelong learners.

We incorporate meaningful integration of technology into instruction and learning, this has served us well as our district has moved to Distance Learning this year. We have open communication between staff, students, and our community. We foster a school culture in which students and staff can take intellectual risks, incorporating a variety of teaching strategies.

Our goal is to prepare and empower all students with a core-set of values, character traits, and rigorous skills to meet the challenges of their future. Our students are active users of technology. They apply their learning to real-world issues. They take intellectual risks. Students experience a personalized learning environment to promote social engagement, problem-solving, and creativity inside the classroom and around our school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	59
Grade 2	60
Grade 3	56
Grade 4	54
Grade 5	56
Grade 6	66
Grade 7	51
Grade 8	60
Total Enrollment	507

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	48.7
Black or African American	0.2
Filipino	3.7
Hispanic or Latino	8.5
Two or More Races	10.5
White	27.4
English Learners	14.8
Socioeconomically Disadvantaged	13.8
Students with Disabilities	7.1

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

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

2020-21 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)	20.9	91.6	1230.0	89.7	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.8	0.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	6.9	50.0	3.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	39.1	2.9	12115.8	4.4
Unknown	0.3	1.4	51.7	3.8	18854.3	6.9
Total Teaching Positions	22.8	100.0	1371.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	1.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2021

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, 2021. 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, 2021. 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, 2021. 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, 2021. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2021. 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%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

The Beacon Park campus is designed to allow for flexible use of facilities and classrooms and meet multiple instructional needs and activities. Since our facilities are only six years old, there is no plan for facility improvements. Likewise they are in good repair and the custodian staff works diligently to keep the campus clean and safe for our students.

Year and month of the most recent FIT report

11/23/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			K 2: 4. WATER STAIN CEILING TILES K 3: 4. WATER STAIN CEILING TILES/ WATER STAINS IN WORKROOM P 28: 4. CEILING TILE IS LOOSE

School Facility Conditions and Planned Improvements

				RM 9: 4. WATER STAIN CEILING TILES IN HALLWAY WRK RM: 4. WATER STAIN CEILING TILES IN HALLWAY
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P 29: 7. OUTLET BOX IS LOOSE UNDER WHITEBOARD
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	365	NT	NT	NT	NT
Female	180	NT	NT	NT	NT
Male	185	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	185	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	29	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	NT	NT	NT	NT
White	96	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	365	NT	NT	NT	NT
Female	180	NT	NT	NT	NT
Male	185	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	185	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	29	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	46	NT	NT	NT	NT
White	96	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	53	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	358	358	100	0	81.56
Female	176	176	100	0	85.23
Male	182	182	100	0	78.02
American Indian or Alaska Native	--	--	--	--	--

Asian	182	181	99.45	0.55	85.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100	0	79.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100	0	79.07
White	94	94	100	0	75.53
English Learners	33	32	96.97	3.03	59.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.25	1.75	73.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	39	100	0	58.97

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Renaissance Student Groups	STAR Renaissance Total Enrollment	STAR Renaissance Number Tested	STAR Renaissance Percent Tested	STAR Renaissance Percent Not Tested	STAR Renaissance Percent At or Above Grade Level
All Students	359	359	100	0	87.74
Female	177	177	100	0	89.83
Male	182	182	100	0	85.71
Asian	182	182	100	0	95.05
Hispanic or Latino	29	29	100	0	72.41
Two or More Races	43	43	100	0	86.05
White	94	94	100	0	78.72
English Learners	33	33	100	0	75.76
Socioeconomically Disadvantaged	57	56	98.25	1.75	69.64
Students with Disabilities	39	39	100	0	53.85

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	NT	NT	NT	NT
Female	59	NT	NT		
Male	58	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	64	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	13	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents at Beacon Park are invited to be involved in a variety of ways.

Parent Volunteers will be utilized for a limited number of opportunities due to some restrictions still in place from COVID-19.

Parents are encouraged to be a part of our Parent-Teacher Association (on the Executive Board or as a committee member), in our School Site Council (advisory board to the principal), and on our English Language Advisory Committee (ELAC) for parents of children who speak another language at home other than English.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	608	571	35	6.1
Female	300	284	14	4.9
Male	308	287	21	7.3
American Indian or Alaska Native	0	0	0	0.0
Asian	312	285	12	4.2
Black or African American	7	5	3	60.0
Filipino	19	19	0	0.0
Hispanic or Latino	49	48	2	4.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	62	60	4	6.7
White	153	149	14	9.4
English Learners	109	95	9	9.5
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	95	90	9	10.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	50	7	14.0

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.17	0.16	1.01	0.14	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.19	0.73	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.00	0.00
Male	0.32	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	2.04	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		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Beacon Park is in its sixth year, serving students in grades K-8. It is located in the community of the Great Park Neighborhood. Throughout each year, we work to improve and enhance our comprehensive safety plan. Our plan is evaluated yearly and amended, as needed, by the School Site Council and by the leaders of the Safe School Plan committee. Key elements of the 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 of 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, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition, monthly fire/evacuation drills, simulation earthquake drills, and shelter in place drills are scheduled and implemented throughout the school year to assess our level of preparedness. We purchase and replenish our emergency supplies annually with the help of the PTA and parent donations to ensure that all students and adults on campus will be cared for in case of any disaster. These emergency supplies (food, water, blankets, first aide, and all other emergency equipment) are kept in our emergency storage shed for immediate access if needed.

Staff has also participated in CPR and First Aid Training (ie: "Stop the Bleed") provided through the district. We have updated our plan accordingly and continue to do so after each drill to ensure a fine tuned response system.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23		4	
1	27		4	
2	27		4	
3	27		4	
4	31		3	
5	32		1	2
6	33	1	8	8

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	2	2	
1	28		4	
2	29		4	
3	26		4	
4	33	1	5	1
5	27	1	6	
6	27	2	15	1
Other	31		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	12	4		
1	15	3	1	
2	10	7	1	
3	12	4	1	
4	20	4		1
5	26	1	1	1
6	16	26		
Other	30	1	2	1

2020-21 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	507

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8,059	\$227	\$7,833	\$84,143
District	N/A	N/A	\$6053	\$86,745
Percent Difference - School Site and District	N/A	N/A	25.6	-3.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-7.5	-0.6

2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the LCFF 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$50,071	\$50,897
Mid-Range Teacher Salary	\$89,426	\$78,461
Highest Teacher Salary	\$115,594	\$104,322
Average Principal Salary (Elementary)	\$141,894	\$131,863
Average Principal Salary (Middle)	\$153,295	\$137,086
Average Principal Salary (High)	\$174,854	\$151,143
Superintendent Salary	\$335,993	\$297,037
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The Professional Development focus for the 2019-2020 school year is the continued refinement and use of high impact Professional Learning Community work. The staff has also selected to focus on engaging students with voice and choice through writing/mini conferences and technology. This year, we will also spend time delving into MTSS supports and structures for supporting students of all abilities, particularly developing teachers' usage of Calm Classroom strategies to meet social-emotional and behavioral needs. We'll also complete the Keirsey personality assessment and review with staff to strengthen our school wide PLC as well as to identify how students' personalities play a role in the types of inquiry questions we ask and projects we assign. One other area of focus is on student safety - we conducted a table top drill prior to our CA Great Shake in October, and we'll be conducting an Intruder Drill with the Irvine Police Department and our adult staff.

In 2020-21, our Professional Development plan focused on building student inclusiveness and appreciation of diversity. Professional Developmental activities focused on strategies to include these topics in curriculum and class activities. In addition to this focus, the Beacon Park staff worked on ways to support student and staff well-being since 40% of our students were working remotely and another 30% were attending school in a hybrid setting.

The 2021-22 school year provides a return of students to full-time in-person schooling. Our Professional Development is dedicated to Intervention and Socio-Emotional Learning so that we can provide students with the necessary tools and skills to re-engage in school with peers and address any academic gaps from lack of continuity last year.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Irvine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Irvine Unified School District
Phone Number	949-936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
District Website Address	www.iusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19696	2272	11.54	88.46	79.66
Female	9419	1101	11.69	88.31	84.26
Male	10270	1169	11.38	88.62	75.30
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1167	12.30	87.70	86.63
Black or African American	404	36	8.91	91.09	58.33
Filipino	369	49	13.28	86.72	81.63
Hispanic or Latino	2371	239	10.08	89.92	62.71
Native Hawaiian or Pacific Islander	52	5	9.62	90.38	--
Two or More Races	2085	189	9.06	90.94	82.54
White	4904	585	11.93	88.07	72.90
English Learners	2772	111	4.00	96.00	22.52
Foster Youth	34	1	2.94	97.06	--
Homeless	42	4	9.52	90.48	--
Military	222	36	16.22	83.78	76.47
Socioeconomically Disadvantaged	3773	405	10.73	89.27	65.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	110	5.84	94.16	33.33

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19696	2221	11.28	88.72	74.36
Female	9419	1070	11.36	88.64	74.91
Male	10270	1149	11.19	88.81	73.80
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1145	12.07	87.93	87.76
Black or African American	404	35	8.66	91.34	40.00
Filipino	369	49	13.28	86.72	64.58
Hispanic or Latino	2371	218	9.19	90.81	45.41
Native Hawaiian or Pacific Islander	52	3	5.77	94.23	--
Two or More Races	2085	187	8.97	91.03	73.80
White	4904	582	11.87		61.86
English Learners	2772	107	3.86	96.14	38.68
Foster Youth	34	1	2.94	97.06	--
Homeless	42	6	14.29	85.71	--
Military	222	34	15.32	84.68	76.47
Socioeconomically Disadvantaged	3773	389	10.31	89.69	56.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	107	5.68	94.32	18.69

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.