

# Cypress Village Elementary

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Cypress Village Elementary  |
| <b>Street</b>                            | 355 Rush Lily   |
| <b>City, State, Zip</b>                  | Irvine, CA 92620  |
| <b>Phone Number</b>                      | (949) 936-8900  |
| <b>Principal</b>                         | Jennifer Lambert  |
| <b>Email Address</b>                     | jenniferlambert@iusd.org  |
| <b>School Website</b>                    | <a href="https://cypressvillage.iusd.org/">https://cypressvillage.iusd.org/</a> |
| <b>County-District-School (CDS) Code</b> | 30-73650-0129155  |

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Cypress Village Elementary School opened our doors for transitional kindergarten through grade 6 students on September 2, 2014. Cypress Village staff, in collaboration with our parents, students, and community partners, has created a broadly effective educational program that focuses on individual student needs. In doing so Cypress Village Elementary has created a sense of unity and pride among all stakeholders at our school, and has been recognized as a California Gold Ribbon School. Cypress Village is a neighborhood school that serves the immediate community, which is continuing to grow and expand. Cypress Village has been identified as a schoolwide Title I school. Our parents value student achievement and they generously support the goals of the school program. It's through our collaboration with our families and community partners that a positive school culture exists with targeted emphasis on a School-Wide Positive Behavioral Interventions & Supports system. We work collectively to establish clearly defined behavior expectations and positive reinforcement for all students. Our school-wide system enables Cypress Village staff to consistently promote, teach, and maintain appropriate student behavior. At Cypress Village we STORM!

Our facility houses 38 classrooms, including four self-contained autism specific special education classrooms, as well as, a learning center program for students with mild to moderate disabilities. The classrooms are designed to promote collaboration and to facilitate technology-supported teaching. Our site also includes dedicated spaces for music, science, innovation, therapy support and living skills development. Our school has a state-of-the-art tech infrastructure to support our mobile technology focus which includes iPads in grades PK-2, and 1:1 chromebooks in grades 2-6. Our media center serves as a hub for the school, providing an inspiring venue for students to engage with literacy and explore STEAM.

Cypress Village has a dedicated group of teachers and staff that work together to ensure that our children have the best possible education. Our devoted staff has carefully addressed various learner needs, including students in our autism specific program, special education programs, English Language learners, and GATE identified students. Our success is a result of the hard work of your hugely committed stakeholders and the effectiveness of our dedication to link standards, academic support, and assessment components to student outcomes, using a standards-based system of education coupled with a system-wide multi-tiered model of curriculum. Our goal is to prepare children academically and socially for the many challenges that they will face in their lives, and our vision and beliefs are at the core of every decision. Therefore, we plan a curriculum that prepares them with the knowledge and skills necessary to develop attitudes and values that will serve them for a lifetime.

Cypress Village Vision and Beliefs

## 2022-23 School Overview

### Our Vision

Cypress Village is a diverse learning community united in its unwavering dedication to empower students to become responsible, respectful citizens prepared to engage in their future.

### Our Beliefs

As a staff we believe... in creating responsible, contributing citizens who persevere to learn, take risks, and feel connected to their school.

As a staff we strive... to educate and nurture the whole child, creating a balanced experience that fosters a love for learning as we prepare students to be life-long learners.

As a staff we are committed to... valuing and celebrating students' diversity as we collaborate to hone skills in a healthy and fun learning environment.

As a staff we will maintain... a safe environment that upholds the highest expectations where teachers inspire collaboration, technology is essential and innovation ensures learning continues beyond the classroom.

We are a village of invested learners where everyone is a stakeholder as we partner with families and the global community.

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 157                |
| Grade 1                 | 142                |
| Grade 2                 | 143                |
| Grade 3                 | 152                |
| Grade 4                 | 137                |
| Grade 5                 | 114                |
| Grade 6                 | 159                |
| <b>Total Enrollment</b> | <b>1,004</b>       |

## 2021-22 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 48.4                        |
| Male                                | 51.6                        |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 59.4                        |
| Black or African American           | 1.3                         |
| Filipino                            | 3.8                         |
| Hispanic or Latino                  | 9.2                         |
| Native Hawaiian or Pacific Islander | 0.1                         |
| Two or More Races                   | 6.1                         |
| White                               | 17.6                        |
| English Learners                    | 31.8                        |
| Foster Youth                        | 0.4                         |
| Homeless                            | 0.4                         |
| Migrant                             | 0.0                         |
| Socioeconomically Disadvantaged     | 22.2                        |
| Students with Disabilities          | 7.8                         |

### 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 21.90         | 100.00         | 1230.00         | 89.67            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.80            | 0.06             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 50.00           | 3.65             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 39.10           | 2.85             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.00           | 51.70           | 3.77             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 21.90         | 100.00         | 1371.80         | 100.00           | 274759.10    | 100.00        |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> |               |                |                 |                  |              |               |
| <b>Intern Credential Holders Properly Assigned</b>   |               |                |                 |                  |              |               |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      |               |                |                 |                  |              |               |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         |               |                |                 |                  |              |               |
| <b>Unknown</b>   |               |                |                 |                  |              |               |
| <b>Total Teaching Positions</b>  |               |                |                 |                  |              |               |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    |         |
| Misassignments   | 0.00    |         |
| Vacant Positions   | 0.00    |         |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    |         |
| Local Assignment Options                               | 0.00    |         |
| <b>Total Out-of-Field Teachers</b>                     | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00    |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00    |         |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2022

| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---|---|-----------------------------|--|
| <b>Reading/Language Arts</b>                      | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes                         | 0%   |
| <b>Mathematics</b>                                | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes                         | 0%   |
| <b>Science</b>                                    | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes                         | 0%   |
| <b>History-Social Science</b>                     | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes                         | 0%   |
| <b>Foreign Language</b>                           | N/A   |                             | N/A  |
| <b>Health</b>                                     | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted. | Yes                         | 0%   |
| <b>Visual and Performing Arts</b>                 | All students are provided an individual textbook and/or instructional material.   | Yes                         | 0%   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A   |                             | N/A  |

## School Facility Conditions and Planned Improvements

Cypress Village Elementary is a newer school with additional structures added to the original building plan. In each phase of construction the facility has added classrooms to support expanded student growth. The school across settings is safe, clean and provides an appropriate learning environment for all students. Any minor maintenance repairs are handled quickly and repair is ensured complete and in good standing. We continue to monitor our facilities to determine if any repairs of facility improvements are needed.

Year and month of the most recent FIT report

9/7/2022

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           | :   |
| <b>Interior:</b><br>Interior Surfaces   | X         |           |           | K 15: 4. WATER STAIN CEILING TILES<br>P RM 35: 4. WATER STAIN CEILING TILES<br>P RM 36: 4. WATER STAIN CEILING TILES<br>RM 32: 4. WATER STAIN CEILING TILES<br>RM 9: 4. WATER STAIN CEILING TILES |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           | RM 28: 9. DRINKING FOUNTAIN IS LOOSE AT BASE  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X         |           |           |   |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |



### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject  | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | 68             | N/A              | 75               | N/A           | 47            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | 64             | N/A              | 68               | N/A           | 33            |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 597                     | 544                  | 91.12                 | 8.88                      | 68.38                          |
| <b>Female</b>  | 295                     | 270                  | 91.53                 | 8.47                      | 69.63                          |
| <b>Male</b>  | 302                     | 274                  | 90.73                 | 9.27                      | 67.15                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 374                     | 326                  | 87.17                 | 12.83                     | 78.53                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 20                      | 20                   | 100.00                | 0.00                      | 85.00                          |
| <b>Hispanic or Latino</b>                            | 46                      | 42                   | 91.30                 | 8.70                      | 26.19                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 44                      | 44                   | 100.00                | 0.00                      | 59.09                          |
| <b>White</b>   | 102                     | 101                  | 99.02                 | 0.98                      | 56.44                          |
| <b>English Learners</b>                              | 156                     | 106                  | 67.95                 | 32.05                     | 36.79                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Military</b>                                      | 37                      | 35                   | 94.59                 | 5.41                      | 80.00                          |
| <b>Socioeconomically Disadvantaged</b>               | 123                     | 121                  | 98.37                 | 1.63                      | 47.93                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 49                      | 46                   | 93.88                 | 6.12                      | 23.91                          |

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 597                     | 580                  | 97.15                 | 2.85                      | 64.48                          |
| <b>Female</b>  | 295                     | 283                  | 95.93                 | 4.07                      | 62.90                          |
| <b>Male</b>  | 302                     | 297                  | 98.34                 | 1.66                      | 65.99                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 374                     | 361                  | 96.52                 | 3.48                      | 76.73                          |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 20                      | 20                   | 100.00                | 0.00                      | 75.00                          |
| <b>Hispanic or Latino</b>                            | 46                      | 44                   | 95.65                 | 4.35                      | 22.73                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Two or More Races</b>                             | 44                      | 44                   | 100.00                | 0.00                      | 40.91                          |
| <b>White</b>   | 102                     | 101                  | 99.02                 | 0.98                      | 51.49                          |
| <b>English Learners</b>                              | 156                     | 143                  | 91.67                 | 8.33                      | 44.06                          |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Homeless</b>                                      | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Military</b>                                      | 37                      | 36                   | 97.30                 | 2.70                      | 66.67                          |
| <b>Socioeconomically Disadvantaged</b>               | 123                     | 122                  | 99.19                 | 0.81                      | 41.80                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0.00                  | 0.00                      | 0.00                           |
| <b>Students with Disabilities</b>                    | 49                      | 47                   | 95.92                 | 4.08                      | 25.53                          |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject   | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | NT             | 56.52          | NT               | 61.37            | 28.5          | 29.47         |

## 2021-22 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. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 118              | 116           | 98.31          | 1.69               | 56.52                   |
| <b>Female</b>  | 65               | 63            | 96.92          | 3.08               | 59.68                   |
| <b>Male</b>  | 53               | 53            | 100            | 0                  | 52.83                   |
| <b>American Indian or Alaska Native</b>              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Asian</b>   | 66               | 64            | 96.97          | 3.03               | 68.75                   |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | --               | --            | --             | --                 | --                      |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | 25               | 25            | 100            | 0                  | 48                      |
| <b>English Learners</b>                              | 24               | 23            | 95.83          | 4.17               | 17.39                   |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Military</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Socioeconomically Disadvantaged</b>               | 24               | 24            | 100            | 0                  | 34.78                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | --               | --            | --             | --                 | --                      |

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5     | 99.15%                           | 100.00%  | 100.00%   | 100.00%   | 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.

#### 2022-23 Opportunities for Parental Involvement

Cypress Village welcomes and values our parent volunteers. Without our volunteers, many programs and activities would not be possible. There are a variety of avenues for parents to volunteer their time and talents to our school. We encourage and welcome parent volunteers in every classroom. Parent volunteers support a variety of school programs such as our STEAM Innovation Labs, library, ACE program, and school fundraisers. Parents interested in working in the classroom to support the teacher, and the learning process, should contact their child's teacher. Cypress Village's PTA enjoys active membership. Our PTA sponsors an incredible amount of programs and services to students that is headed up this year by Christopher Keyes, PTA President. School Site Council (SSC) is another avenue for parent involvement. The contact person for SSC is Jessi Rath, School Site Council Coordinator and Teacher on Special Assignment, or Jennifer Lambert, Principal. Parents can also volunteer on the English Language Advisory Committee. The ELAC is composed of parents of English Language Learners who meet to review our instructional support of all their children. They meet as part of our School Site Council.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 1148                  | 1110                                    | 171                       | 15.4                     |
| Female  | 545                   | 529                                     | 73                        | 13.8                     |
| Male  | 603                   | 581                                     | 98                        | 16.9                     |
| American Indian or Alaska Native              | 3                     | 3                                       | 0                         | 0.0                      |
| Asian   | 713                   | 680                                     | 71                        | 10.4                     |
| Black or African American                     | 13                    | 13                                      | 0                         | 0.0                      |
| Filipino                                      | 40                    | 40                                      | 6                         | 15.0                     |
| Hispanic or Latino                            | 103                   | 98                                      | 44                        | 44.9                     |
| Native Hawaiian or Pacific Islander           | 1                     | 1                                       | 0                         | 0.0                      |
| Two or More Races                             | 65                    | 65                                      | 16                        | 24.6                     |
| White   | 190                   | 190                                     | 32                        | 16.8                     |
| English Learners                              | 388                   | 372                                     | 56                        | 15.1                     |
| Foster Youth                                  | 4                     | 4                                       | 3                         | 75.0                     |
| Homeless                                      | 5                     | 5                                       | 1                         | 20.0                     |
| Socioeconomically Disadvantaged               | 258                   | 253                                     | 64                        | 25.3                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 104                   | 101                                     | 25                        | 24.8                     |

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject     | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.09           | 0.73             | 2.45          |
| Expulsions  | 0.00           | 0.01             | 0.05          |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00           | 0.17           | 0.14             | 0.86             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.00           | 0.00             | 0.03             | 0.00          | 0.07          |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0.17             | 0.00            |
| Female  | 0.00             | 0.00            |
| Male  | 0.33             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 0.00             | 0.00            |
| Black or African American                     | 7.69             | 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               | 0.39             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 0.00            |



## 2022-23 School Safety Plan

Cypress Village's School Safety Plan was developed under the legislative guidelines that created the plan. It is updated annually by our School Safety Committee, and reviewed by Cypress Village's staff and School Site Council Members at the beginning of each school year. Disaster Preparedness Plans are reviewed extensively which includes the practice of specific staff assignments through regular drills. This Multi-Hazard Plan includes our response to a variety of disasters as well as how students and staff safety and care will be provided. Most certificated and classified staff members are CPR certified.

### 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.

### 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           | 22                 | 3                                    | 4                                     |                                     |
| 1           | 30                 |                                      | 5                                     |                                     |
| 2           | 28                 |                                      | 5                                     |                                     |
| 3           | 30                 |                                      | 4                                     |                                     |
| 4           | 47                 |                                      | 3                                     | 5                                   |
| 5           | 47                 |                                      | 3                                     | 4                                   |
| 6           | 53                 |                                      |                                       | 8                                   |
| Other       | 19                 | 3                                    | 3                                     |                                     |

### 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           | 16                 | 4                                    |                                       |                                     |
| 1           | 18                 | 3                                    | 1                                     |                                     |
| 2           | 15                 | 4                                    | 1                                     |                                     |
| 3           | 18                 | 5                                    | 1                                     |                                     |
| 4           | 16                 | 4                                    |                                       |                                     |
| 5           | 18                 | 4                                    | 1                                     |                                     |
| 6           | 19                 | 5                                    | 1                                     |                                     |
| Other       | 17                 | 4                                    | 3                                     |                                     |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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                 | 5                                    | 3                                     | 1                                   |
| 1           | 20                 | 2                                    | 5                                     |                                     |
| 2           | 21                 | 1                                    | 5                                     |                                     |
| 3           | 27                 |                                      | 5                                     |                                     |
| 4           | 23                 | 1                                    | 5                                     |                                     |
| 5           | 28                 |                                      | 4                                     |                                     |
| 6           | 31                 |                                      | 5                                     |                                     |
| Other       | 13                 | 2                                    | 1                                     |                                     |

## 2021-22 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     |

## 2021-22 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) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 1.0                              |
| Social Worker   |                                  |
| Nurse   | 0.8                              |
| Speech/Language/Hearing Specialist                            | 0.8                              |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 2.2                              |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$6664                       | \$489                               | \$6176                                | \$86121                |
| <b>District</b>                                      | N/A                          | N/A                                 | 5796                                  | \$86,958               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 6.3                                   | -1.0                   |
| <b>State</b>   | N/A                          | N/A                                 | \$6,594                               | \$85,368               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -6.5                                  | 0.9                    |

## 2021-22 Types of Services Funded

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.

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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$50,071        | \$51,081                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$89,426        | \$77,514                                     |
| <b>Highest Teacher Salary</b>                        | \$115,594       | \$105,764                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$144,393       | \$133,421                                    |
| <b>Average Principal Salary (Middle)</b>             | \$152,197       | \$138,594                                    |
| <b>Average Principal Salary (High)</b>               | \$174,854       | \$153,392                                    |
| <b>Superintendent Salary</b>                         | \$335,993       | \$298,377                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 32%             | 32%  |
| <b>Percent of Budget for Administrative Salaries</b> | 6%              | 5%   |

## Professional Development

The Cypress Village Elementary School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support 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. Cypress Village Elementary School and the Irvine Unified School District are committed to continuous professional improvement. We continue to develop strategies and practices that differentiate instruction to better meet student needs through the Professional Learning Communities model. In addition to the three full days of staff development and six two hour staff development sessions, teacher training is provided monthly at staff meetings, through district sponsored training, and the attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District. Over the last few years, training has focused on instruction in language arts and math, Professional Learning Communities, classroom technology strategies, math interventions and student mental health and behavior.

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

| Subject  | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 7       | 9       | 9       |