

College Park Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

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

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2016-17)

College Park Elementary School — located in the village of College Park — has an enrollment of approximately 785 students in grades K-6. Although the majority of students speak English, a large number of students come from a variety of ethnic backgrounds and speak many different languages. This international population, coupled with a number of students with special needs, creates a rich and diverse student body. At College Park, our diverse population is embraced, different cultural backgrounds are appreciated, and character development is encouraged. College Park students truly live and receive a global education. This is reflected in our school theme "Passport to the World." College Park's mission is to promote academic excellence, instill in students the technical skills necessary to succeed in the world of tomorrow, the power to think and express themselves clearly, and the values necessary to act well, appreciate life and contribute to society.

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

It is due to our common vision, highly skilled staff, "state of the art" instructional materials and equipment, and commitment to providing students with an environment that encourages respect, responsibility, integrity, and safety that we move towards achieving our mission.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	97
Grade 1	103
Grade 2	111
Grade 3	106
Grade 4	126
Grade 5	113
Grade 6	117
Total Enrollment	773

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	47.6
Filipino	3.5
Hispanic or Latino	10.7
Native Hawaiian or Pacific Islander	0.1
White	27.2
Two or More Races	9.6
Socioeconomically Disadvantaged	12.2
English Learners	29.8
Students with Disabilities	11
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32.71	32.80	31.8	1419.03
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	105.84

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

College Park Elementary School was completed in 1973 and went through a 4.5 million dollar renovation in 2005. The school plant has permanent and portable structures configured to provide traditional classroom settings plus a multipurpose room, a library/media center, a food service area, administrative offices and extensive playground area. Two portables are used for childcare. The class size averages are within state and district guidelines. Class sizes in the Irvine Unified School District are averaged among the classes at each school in accordance with a specified staffing ratio.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	72	69	77	78	44	48
Mathematics	70	71	74	75	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	110	103	93.6	74.8
	4	128	118	92.2	60.2
	5	108	104	96.3	73.1
	6	118	111	94.1	69.4
Male	3	64	61	95.3	70.5
	4	70	65	92.9	56.9
	5	55	52	94.5	63.5
	6	63	59	93.7	69.5
Female	3	46	42	91.3	81.0
	4	58	53	91.4	64.2
	5	53	52	98.1	82.7
	6	55	52	94.5	69.2
Asian	3	49	44	89.8	90.9
	4	66	57	86.4	61.4
	5	48	46	95.8	91.3
	6	51	45	88.2	84.4
Hispanic or Latino	3	17	17	100.0	58.8
	4	15	15	100.0	66.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	13	13	100.0	46.1
	6	15	15	100.0	46.7
White	3	30	29	96.7	55.2
	4	34	33	97.1	60.6
	5	29	28	96.5	60.7
	6	33	32	97.0	62.5
Two or More Races	5	12	12	100.0	50.0
	6	12	12	100.0	66.7
Socioeconomically Disadvantaged	3	12	11	91.7	63.6
	4	18	17	94.4	23.5
	5	21	20	95.2	60.0
	6	16	15	93.8	33.3
English Learners	3	34	28	82.3	78.6
	4	41	31	75.6	32.3
	5	15	11	73.3	63.6
	6	20	13	65.0	7.7
Students with Disabilities	3	11	11	100.0	54.5
	4	18	18	100.0	44.4
	5	13	13	100.0	23.1
	6	21	21	100.0	28.6

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	111	109	98.2	84.4
	4	129	129	100.0	69.8
	5	108	108	100.0	68.5
	6	118	117	99.2	64.1
Male	3	65	64	98.5	81.3
	4	71	71	100.0	74.7
	5	55	55	100.0	61.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	63	63	100.0	69.8
Female	3	46	45	97.8	88.9
	4	58	58	100.0	63.8
	5	53	53	100.0	75.5
	6	55	54	98.2	57.4
Asian	3	49	47	95.9	95.7
	4	67	67	100.0	77.6
	5	48	48	100.0	85.4
	6	51	50	98.0	76.0
Hispanic or Latino	3	17	17	100.0	76.5
	4	15	15	100.0	53.3
	5	13	13	100.0	46.1
	6	15	15	100.0	53.3
White	3	31	31	100.0	74.2
	4	34	34	100.0	67.7
	5	29	29	100.0	55.2
	6	33	33	100.0	57.6
Two or More Races	5	12	12	100.0	50.0
	6	12	12	100.0	58.3
Socioeconomically Disadvantaged	3	12	12	100.0	66.7
	4	18	18	100.0	44.4
	5	21	21	100.0	42.9
	6	16	16	100.0	25.0
English Learners	3	34	33	97.1	90.9
	4	42	42	100.0	66.7
	5	15	15	100.0	40.0
	6	20	19	95.0	31.6
Students with Disabilities	3	12	12	100.0	50.0
	4	18	18	100.0	44.4
	5	13	13	100.0	30.8
	6	21	21	100.0	23.8

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	85	79	85	88	88	87	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	108	106	98.2	84.9
Male	55	53	96.4	81.1
Female	53	53	100.0	88.7
Asian	48	48	100.0	91.7
Hispanic or Latino	13	13	100.0	69.2
White	29	29	100.0	79.3
Two or More Races	12	11	91.7	81.8
Socioeconomically Disadvantaged	21	21	100.0	66.7
English Learners	15	14	93.3	64.3
Students with Disabilities	13	13	100.0	53.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3	19	54.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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

College Park Elementary School has implemented a visitor check in system. This system allows us to track visitors and volunteers in our schools and provide us with a safer environment for students and staff. Part of keeping students and faculty safe is knowing who is in our building at all times, and this process allows us to do that. When parents arrive on campus, they are asked to present a valid state issued ID or passport. Their name, date of birth, and photo are compared against the county, state, and national database of registered sex offenders. The information they provide is confidential and is not be used for any other purpose than this safety screening. Once they have done this initial check with a front office staff member, returning visitors are able to use a self-service kiosk.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.4	1.7	1.1	1.3	1.4	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

College Park Elementary School has a Comprehensive School Safety Plan that is reviewed each year. That plan reviews and assesses the school status of: a safe and orderly environment, safe ingress and egress of students and adults, school rules and procedures, dress code, policies relating to suspension and expulsion, sexual harassment policies, child abuse reporting requirements and policies, required teacher notification of student disciplinary and safety concerns, and the current status of school crime and disaster procedures. In addition to practicing monthly disaster drills and housing extensive emergency supplies and equipment, the school is equipped with food and water on hand for each student.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	46.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32		1	2	24	1	3		20.3	2	2	
1	31		3		27		3		27.3		3	
2	32		3		27		4		28.3		3	
3	29		5		30		5		28		3	
4	24	1	3		32		2	1	28.3		4	
5	32		3	1	32		1	2	32.3		2	1
6	28	1	2	3	31		4	1	34			3
Other					8	2			20	2	4	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.49	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist	3.4	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,937	\$167	\$4,770	\$83,094
District	N/A	N/A	\$4,979	\$77,121
Percent Difference: School Site and District	N/A	N/A	-4.2	7.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-16.0	9.6

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

Types of Services Funded (Fiscal Year 2015-16)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a base of per-student funding that varies slightly depending on grade level. All districts also receive supplemental funding. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. Finally, concentration grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,105	\$45,092
Mid-Range Teacher Salary	\$78,770	\$71,627
Highest Teacher Salary	\$101,821	\$93,288
Average Principal Salary (Elementary)	\$118,926	\$115,631
Average Principal Salary (Middle)	\$123,149	\$120,915
Average Principal Salary (High)	\$139,516	\$132,029
Superintendent Salary	\$264,920	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The College Park 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.

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