

Deerfield 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 | Deerfield Elementary School |
| Street | 2 Deerfield Ave. |
| City, State, Zip | Irvine, CA 92604 |
| Phone Number | (949) 936-5650 |
| Principal | Julie Hatchel |
| E-mail Address | juliehatchel@iusd.org |
| Web Site | www.iusd.org/de |
| CDS Code | 30-73650-6096184 |

| 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)

Deerfield Elementary is a TK-6 neighborhood school in the heart of Irvine, California. We are extremely proud to have been selected as an outstanding elementary school by the State Department of Education receiving the California Distinguished School Award in 2006 and again in 2012. Deerfield has also been awarded the prestigious federal No Child Left Behind National Blue Ribbon Award in the fall of 2007. Serving students since 1976 when Irvine was still steeped in its agricultural past, Deerfield has evolved into a unique educational experience that successfully achieves a top-quality education while addressing the challenges and benefits of teaching a substantial number of recent-immigrant students. Deerfield's children hail from countries as varied as Korea, China, Vietnam, Russia, India, Iran, Mexico, and several African nations. Gather all Deerfield families together in one place and you'll hear 32 different languages spoken.

Our Mission is that Deerfield students will attain high levels of achievement within a safe school environment that is staffed by highly-qualified individuals. Our vision is to foster success through meeting the academic needs of students with regard to individual learning styles and instructional levels. All students engage in a thinking, meaning-centered curriculum that is challenging, engaging, and meaningful for students. We focus on the Common Core Standards and enrich the curriculum through depth, complexity, and differentiation to ensure each student reaches his or her full potential.

Deerfield's accomplishment of its mission is not confined to traditional "academic" subjects. One particularly impressive example of Deerfield's breath is the fine arts program in which classroom teachers and highly trained specialists in music and art provide students with the foundations for lifelong enjoyment, involvement, and leadership. Student artwork adorns the corridor walls, and the vibrant, high-circulation library and state-of-the-art computer lab are nestled in the center of the school, incorporating the rich traditions of the past while fostering a vision of the future in child education. Within the past two years we have also received grant funding to build a traditional garden as well as an aquaponics garden that provide active learning opportunities for our students. Additionally, the use of technology as an instructional tool permeates every aspect of the school. All students, TK-6, enjoy our two computer labs where, on a weekly basis, our media technician and classroom teachers work collaboratively to teach word processing, research, technology presentation, and problem solving skills. Additionally, teachers regularly utilize chromebooks for authentic integration of technology during classroom lessons. Technology is used to deepen the curriculum and access information outside of class.

A focus on the development of character and leadership traits is also a strong focus at Deerfield. Our Positive Behavior Interventions and Support System (PBIS) focuses on the "Falcon Five" traits of exhibiting kind, safe, focused, respectful and responsible behavior. Students are explicitly taught expectations for exhibiting these behaviors throughout the campus and are recognized for positive behavior. Our 5th and 6th grade students also have the opportunity to serve on Deerfield's "Flock Together" team where we focus on developing servant leadership through participation in spirit, service, library and Green Team committees.

While 40% of the student population comes from families where English is not the home language, Deerfield continues to produce standardized test scores above the state, county and even district averages. The school's Alternative Program for Academically Accelerated Students (APAAS) currently includes students formerly identified as Title I and English Learners. A well-rounded education encompassing academics, physical education, art lessons, vocal and instrumental music education, civic duties and service learning allows each student to find his or her strengths in a "safe to try" environment. Programs available to assist individual needs include our reading PRIDE response to instruction (RTI) program, Early Intervention Reading Model (EIRM), Title I, Gifted and Talented Education (GATE), Positive Behavioral Intervention and Support (PBIS) school wide behavioral support systems, a Speech/Language Program, and a Specialized Academic Instruction Program (SAI).

We believe that communication between parents, students, and teachers is a continuous process and we strive to communicate clearly, effectively and in a timely manner. Indeed, involvement between the parent, student, and teacher is vital to the learning process of each child. We encourage parents to be involved with their children and with us in determining the goals for our school and in evaluating student progress. We appreciate parents helping students acquire good study habits and social responsibility.

At Deerfield we recognize the changing nature of education and society, and we can witness a way of life where "diversity" evolves into a word with positive connotations. One can discover how seeing to an individual's needs and acting upon the premise that all children are capable produces astounding results--even when that individual doesn't initially speak the same language or have access to all of the advantages society has to offer.

Every student who graduates from Deerfield Elementary is prepared to meet the increasingly multicultural, ever-changing world. The Deerfield family takes tremendous pride in allowing its children to start their lives with such a remarkable experience.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 106 |
| Grade 1 | 83 |
| Grade 2 | 84 |
| Grade 3 | 84 |
| Grade 4 | 99 |
| Grade 5 | 99 |
| Grade 6 | 101 |
| Total Enrollment | 656 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 3.7 |
| American Indian or Alaska Native | 0.5 |
| Asian | 52.4 |
| Filipino | 2.3 |
| Hispanic or Latino | 12 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 19.4 |
| Two or More Races | 9.1 |
| Socioeconomically Disadvantaged | 17.5 |
| English Learners | 21 |
| Students with Disabilities | 8.5 |
| Foster Youth | 0.3 |

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 | 25.10 | 24.60 | 24.6 | 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% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|---|----------------------------------|---|
| 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)

Deerfield was built in 1976 and is one of the district’s open space facilities. After moving to El Camino Elementary School for the 2010-2011 school year, we returned to our beautifully modernized Deerfield site in the fall of 2011. We now have 21 individual classrooms, a brand new Administration Building housing our staff lounge, nurse’s office, conference room, principal’s office and expansive area for our school clerk and administrative assistant, a re-designed library with a glass vaulted ceiling allowing for natural lighting and a computer lab which now enables two full classrooms to occupy the lab simultaneously yet be engaged in different curriculum. Our Kindergarten area is safely gated with a newly installed age appropriate play structure and the playground for grades 1-6 has been completely re-done and updated. Student and staff restrooms have been added to the inside of the main building, as well as instructional areas/rooms for reading intervention, Special Education services, small group work, and guidance resources. Indeed, Deerfield enjoys a state-of-the-art school facility to support its educational program. Recent facility improvements include the addition of a student computer lab in fall 2015 and we have future plans to strengthen our technology infrastructure to support individual student devices within the coming year.

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 | | | |

| 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 | |
| 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 | 79 | 79 | 77 | 78 | 44 | 48 |
| Mathematics | 76 | 78 | 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 | 85 | 79 | 92.9 | 69.6 |
| | 4 | 101 | 99 | 98.0 | 84.8 |
| | 5 | 100 | 97 | 97.0 | 77.3 |
| | 6 | 99 | 98 | 99.0 | 81.6 |
| Male | 3 | 44 | 41 | 93.2 | 68.3 |
| | 4 | 51 | 50 | 98.0 | 82.0 |
| | 5 | 56 | 55 | 98.2 | 74.5 |
| | 6 | 52 | 52 | 100.0 | 76.9 |
| Female | 3 | 41 | 38 | 92.7 | 71.0 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 4 | 50 | 49 | 98.0 | 87.8 |
| | 5 | 44 | 42 | 95.5 | 81.0 |
| | 6 | 47 | 46 | 97.9 | 87.0 |
| Asian | 3 | 43 | 40 | 93.0 | 80.0 |
| | 4 | 57 | 57 | 100.0 | 89.5 |
| | 5 | 58 | 55 | 94.8 | 90.9 |
| | 6 | 54 | 54 | 100.0 | 94.4 |
| Hispanic or Latino | 5 | 11 | 11 | 100.0 | 45.5 |
| White | 3 | 19 | 19 | 100.0 | 68.4 |
| | 4 | 19 | 18 | 94.7 | 77.8 |
| | 5 | 16 | 16 | 100.0 | 87.5 |
| | 6 | 20 | 19 | 95.0 | 68.4 |
| Socioeconomically Disadvantaged | 3 | 13 | 11 | 84.6 | 63.6 |
| | 5 | 11 | 11 | 100.0 | 36.4 |
| | 6 | 13 | 13 | 100.0 | 69.2 |
| English Learners | 3 | 24 | 19 | 79.2 | 68.4 |
| | 4 | 22 | 22 | 100.0 | 68.2 |
| | 5 | 11 | 9 | 81.8 | 33.3 |
| Students with Disabilities | 3 | 14 | 13 | 92.9 | 53.9 |

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 | 85 | 81 | 95.3 | 67.9 |
| | 4 | 101 | 99 | 98.0 | 87.9 |
| | 5 | 100 | 98 | 98.0 | 69.4 |
| | 6 | 99 | 98 | 99.0 | 83.7 |
| Male | 3 | 44 | 42 | 95.5 | 71.4 |
| | 4 | 51 | 50 | 98.0 | 84.0 |
| | 5 | 56 | 55 | 98.2 | 67.3 |
| | 6 | 52 | 52 | 100.0 | 80.8 |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Female | 3 | 41 | 39 | 95.1 | 64.1 |
| | 4 | 50 | 49 | 98.0 | 91.8 |
| | 5 | 44 | 43 | 97.7 | 72.1 |
| | 6 | 47 | 46 | 97.9 | 87.0 |
| Asian | 3 | 43 | 41 | 95.3 | 80.5 |
| | 4 | 57 | 57 | 100.0 | 96.5 |
| | 5 | 58 | 56 | 96.5 | 85.7 |
| | 6 | 54 | 54 | 100.0 | 98.2 |
| Hispanic or Latino | 5 | 11 | 11 | 100.0 | 27.3 |
| White | 3 | 19 | 19 | 100.0 | 68.4 |
| | 4 | 19 | 18 | 94.7 | 83.3 |
| | 5 | 16 | 16 | 100.0 | 75.0 |
| | 6 | 20 | 19 | 95.0 | 73.7 |
| Socioeconomically Disadvantaged | 3 | 13 | 12 | 92.3 | 41.7 |
| | 5 | 11 | 11 | 100.0 | 18.2 |
| | 6 | 13 | 13 | 100.0 | 53.9 |
| English Learners | 3 | 24 | 21 | 87.5 | 66.7 |
| | 4 | 22 | 22 | 100.0 | 81.8 |
| | 5 | 11 | 10 | 90.9 | 20.0 |
| Students with Disabilities | 3 | 14 | 13 | 92.9 | 53.9 |

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) | 87 | 90 | 84 | 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 | 100 | 98 | 98.0 | 83.7 |
| Male | 56 | 55 | 98.2 | 83.6 |
| Female | 44 | 43 | 97.7 | 83.7 |
| Asian | 58 | 56 | 96.6 | 91.1 |
| Hispanic or Latino | 11 | 11 | 100.0 | 54.6 |
| White | 16 | 16 | 100.0 | 93.8 |
| Socioeconomically Disadvantaged | 11 | 11 | 100.0 | 54.6 |
| English Learners | 11 | 10 | 90.9 | 30.0 |

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 | 19.8 | 33.3 | 39.6 |

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)

Parents are encouraged to become involved in school in a variety of ways. All parents are encouraged to join the PTA and/or become involved in the School Site Council and English Learner Advisory Committee. Parents who volunteer in classrooms, the library, and other areas of the school provide a valuable service that is sincerely appreciated and vital to our most successful learning environment. Volunteering in our school sends the message to children that school is important. Please contact your child’s teacher or the main office for opportunities to volunteer at Deerfield School at 949-936-5650. We welcome and encourage you to get involved in supporting our students!

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 | 0.1 | 0.7 | 0.4 | 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)

Our focus each year is to ensure a safe physical and emotional learning environment for all children and adults at Deerfield School. A part of our emphasis on ensuring a safe environment for our children is training the staff in disaster preparedness, such as search and rescue techniques and stranger intruder response. Earthquake, lock down and fire drills including evacuation procedures are also conducted regularly to familiarize our students with effective emergency responses as well. Many of our teachers are trained in Medic First Aid to ensure that they are medically prepared for a disaster. Deerfield has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the school site council or school safety planning 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, Deerfield has developed a positive behavior support program for students emphasizing the Falcon 5: kindness, honesty, respect, responsibility and safety. Additionally, through a collaborative process involving our staff, students, and parents, Deerfield has developed a Positive Behavior Intervention System (PBIS) to clearly define expectations of student behavior to foster an ideal emotionally intelligent learning environment for our students.

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 | In PI |
| First Year of Program Improvement | 2013-2014 | 2012-2013 |
| Year in Program Improvement* | Year 1 | 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 | 26 | 1 | 2 | | 29 | | 4 | | 27 | | 3 | |
| 1 | 31 | | 3 | | 28 | | 3 | | 27.7 | | 3 | |
| 2 | 29 | | 3 | | 30 | | 3 | | 28 | | 3 | |
| 3 | 31 | | 3 | | 30 | | 3 | | 27 | | 3 | |
| 4 | 35 | | | 3 | 33 | | 1 | 2 | 33 | | 1 | 2 |
| 5 | 33 | | 2 | 1 | 33 | | | 3 | 32.7 | | 1 | 2 |
| 6 | 35 | | | 3 | 32 | | 2 | 1 | 32.7 | | 1 | 2 |

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 | 0.6 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist | 1.0 | N/A |
| Other | 0.4 | 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 | \$4,812 | \$229 | \$4,583 | \$85,095 |
| District | N/A | N/A | \$4,979 | \$77,121 |
| Percent Difference: School Site and District | N/A | N/A | -8.0 | 10.3 |
| State | N/A | N/A | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | N/A | N/A | -19.3 | 12.2 |

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 Deerfield staff and the Irvine Unified School District are highly dedicated to continuous professional development to provide the most effective instructional program for our students. The District and site have staff development days, as well as afternoon and evening workshops for teachers which total 18 hours in addition to ongoing staff development during staff and team meetings. We continue to develop research based instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs through the Professional Learning Communities model. This year’s school-wide goals for improving student achievement include efforts to refine our instructional focus based on student achievement data and to intervene and support all students more effectively. We are actively engaged in implementation of the newly adopted Common Core Standards and trainings for best instructional practices, classroom management to best promote student collaboration, critical thinking and academic risk-taking opportunities, and curriculum and assessment development are happening at all levels-administrative, teachers and support staff. Teachers are supported during implementation through in-class modeling, teacher-principal meetings, grade level and vertical team collaboration, and student performance data reporting. In addition, we will research, develop and utilize progress monitoring tools for tier 2 and tier 3 interventions. Another area of focus will be behavior and student motivation. This year, the staff will continue to be trained on PositiveBehavior Intervention and Supports (PBIS) aimed at establishing the social culture and behavioral supports needed for Deerfield to continue to be an effective learning environment for each student and to further support student academic achievement. Another area of academic focus will be the implementation of Thinking Maps to provide students with an organizational structure to develop deeper levels of thinking and application to writing. Promoting and practicing emergency preparedness and campus safety is always an on-going focus at Deerfield.