

Cadence Park School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Cadence Park School |
| Street | 750 Benchmark |
| City, State, Zip | Irvine, CA 92618 |
| Phone Number | (949) 404-1300 |
| Principal | Carlo Grasso |
| E-mail Address | carlograsso@iusd.org |
| Web Site | https://sites.google.com/iusd.org/cadence-park-k-8/home |
| CDS Code | 30 73650 0136689 |

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

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | -- | --- | 14.70 | 1507.07 |
| Without Full Credential | --- | --- | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | --- | --- | 1.00 | 77.61 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | --- | --- | 0 |
| Total Teacher Misassignments * | --- | --- | 0 |
| Vacant Teacher Positions | --- | --- | 0 |

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

| 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 August, 2018. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Mathematics | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Science | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes | 0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| History-Social Science | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Health | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Visual and Performing Arts | All students are provided an individual textbook and/or instructional material. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

As a brand new school, we are fortunate to have a state of the art facility to ensure high levels of learning for all students. Construction for Cadence Park School was recently completed in October 2018. The cleanliness, safety and adequacy of our facility is at exceptional levels. Some of the highlights are functioning Extron systems that allow for enhanced audio visual supports for students, a state of the art gymnasium, high quality full-functioning kitchen/cafeteria, enclosed kindergarten play space, shaded lunch areas, large corridors and classrooms, dedicated Science and art rooms, as well as a high tech library media center.

School Facility Good Repair Status (Most Recent Year)

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

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/10/2018 | | |
|---|---------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 12/10/2018 | |
|--|-----------|
| Overall Rating | Exemplary |
| | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | | | | 2.8 | 1.5 | 2.3 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | | | | 94.7 | 96.3 | 94.7 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.0 | 0.0 | 1.2 | 1.6 | 1.2 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

Cadence Park School embraces a school-wide approach to positively and consistently reinforcing desirable student behavior with praise and acknowledgement. The Cadence Park staff is working collaboratively to develop our school's specific PBIS protocol, in conjunction with all stakeholders. To date, we have identified L.E.A.P. as our school's PBIS acronym (L=Lead with Integrity; E=Embrace Challenges; A=Act Responsibly; P=Positively Impact Others). Currently, each student learns the expectations for Cadence Park student behavior at the beginning of the school year through classroom orientations and collaborative discussions with peers and school staff. Collaborative, site-based dialogue provides the opportunity to discuss and demonstrate positive behavioral expectations with students and promote opportunities for praise and positive reinforcement through classroom behavior systems.

Living and working in what is consistently recognized as one of America's safest cities, we enjoy the privilege of having all of our IUSD campuses open to the community and free from fencing or major security measures. With this freedom, however, comes the additional responsibility of maintaining heightened vigilance to ensure that students stay on campus and strangers stay off campus. Our playground staff and teachers work together to ensure that students are well-supervised from the time they are dropped off in the morning until the time they reunite with their parents in the afternoon. Parent volunteers must all check in through the front office. All staff have been trained in emergency training.

School-wide Fire, Disaster and Lockdown drills are regularly conducted throughout the year. Further, we work with students, parents, city officials and IPD to address matters of student safety to and from school in a proactive manner.

1. Ensure the prompt and regular attendance of Cadence Park students through implementing a variety of proactive and reactive measures.
2. Ensure that positive behavioral expectations are promoted and reinforced across all settings and grade levels.
3. Execute a variety of drills throughout the year that test the capacity of our school community to respond in an organized and efficient manner to a variety of emergency scenarios.
4. Maintain a safe, secure and closed campus during school hours.

As a new school a comprehensive safety plan was developed and immediate training occurred with all staff.

Last review and update of document: October 18, 2018

Faculty training on Emergency Plan: October 8, 2018

Faculty first aide "Stop the Bleed" training: October 8, 2018

Academic Counselors and Other Support Staff (School Year 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | --- | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | --- | N/A |
| Social Worker | | N/A |
| Nurse | --- | N/A |
| Speech/Language/Hearing Specialist | --- | N/A |
| Resource Specialist (non-teaching) | --- | N/A |
| Other | | 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 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | --- | --- | --- | --- |
| District | N/A | N/A | \$5,566 | \$82,232 |
| Percent Difference: School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | | |

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

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

Types of Services Funded (Fiscal Year 2017-18)

This school was not open during the 2017-2018 fiscal year.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,823 | \$47,903 |
| Mid-Range Teacher Salary | \$85,411 | \$74,481 |
| Highest Teacher Salary | \$110,405 | \$98,269 |
| Average Principal Salary (Elementary) | \$121,210 | \$123,495 |
| Average Principal Salary (Middle) | \$146,697 | \$129,482 |
| Average Principal Salary (High) | \$165,402 | \$142,414 |
| Superintendent Salary | \$320,910 | \$271,429 |
| Percent of Budget for Teacher Salaries | 34.0 | 35.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 5.0 |

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