

# College Park Elementary 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)**

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

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

### **School Description and Mission Statement (School Year 2018-19)**

College Park Elementary School — located in the village of College Park — has an enrollment of approximately 751 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. Our school has two special programs – the newcomer program for students with an English Language Proficiency Assessment for California (ELPAC) (Scoring at the Novice or Minimally Developed level on the ELPAC) and the Behavior and Social Learning Center (BSLC) for students across the district who struggle with behavior and social issues in the mainstream classroom. College Park’s mission is to promote academic excellence and instill in students the technical skills necessary to succeed in the world of tomorrow. As a result, we hope that students will become more innovative, develop a "Growth Mindset," develop the skills necessary to think and express themselves clearly and acquire 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 help to 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 high levels. By accomplishing this goal, students are afforded the opportunity to experience academic success at the next level and beyond. To ensure this success, the College Park staff is dedicated to using sound instructional practices and high-quality instructional materials. This includes the integration of technology and innovative practices 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, in addition to our new and growing innovation lab.

It is due to our common vision, highly skilled staff, “state of the art” instructional materials, and commitment to providing students with an environment that encourages respect, responsibility, integrity, and safety that we are able to be successful with our mission.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	89
<b>Grade 1</b>	96
<b>Grade 2</b>	111
<b>Grade 3</b>	109
<b>Grade 4</b>	108
<b>Grade 5</b>	105
<b>Grade 6</b>	132
<b>Total Enrollment</b>	750

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.1
Asian	50.8
Filipino	4.1
Hispanic or Latino	9.7
Native Hawaiian or Pacific Islander	0.1
White	24.9
Socioeconomically Disadvantaged	18.7
English Learners	34.1
Students with Disabilities	8.8
Foster Youth	0.0

## 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	31.80	32.50	31.20	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0.10	0.10	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

**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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	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 \$3,200,000 dollar renovation during the summers of 2017 and 2018. The new additions include: adding three collaboration spaces adjacent to classrooms, an enlarged Music Classroom/expansion of MPR stage, a new Innovation Lab, technology upgrades, addition of portable classes to replace the classrooms that were converted to collaboration spaces, two doors were added to each classroom and flexible furniture was added to the collaboration spaces..

The school plan 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)**

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: 12/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	P 3: 2. DIRTY VENTS/ BLOWING DUST P 4: 2. DIRTY VENTS P 9: 2. DIRTY VENTS/ BLOWING DUST
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	OFFICE: 11. PAINT IS CHIPPING ON DOOR FRAME IN THE SUPPLY ROOM
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/12/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	68.0	72.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	68.0	74.0	74.0	37.0	38.0

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	418	90.67	72.25
Male	245	226	92.24	65.93
Female	216	192	88.89	79.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	236	204	86.44	75.00
Filipino	--	--	--	--
Hispanic or Latino	53	52	98.11	57.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	109	94.78	73.39
Two or More Races	40	38	95.00	78.95
Socioeconomically Disadvantaged	85	78	91.76	52.56
English Learners	183	143	78.14	65.73
Students with Disabilities	47	46	97.87	34.78

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	461	457	99.13	67.83
Male	245	244	99.59	70.49
Female	216	213	98.61	64.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	236	235	99.58	80
Filipino	--	--	--	--
Hispanic or Latino	53	53	100	45.28
Native Hawaiian or Pacific Islander	--	--	--	--
White	115	113	98.26	54.87
Two or More Races	40	39	97.5	74.36
Socioeconomically Disadvantaged	85	84	98.82	52.38
English Learners	183	181	98.91	67.96
Students with Disabilities	47	47	100	31.91

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
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: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.4	21.2	56.7

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

College Park welcomes and values our volunteer parents. Without volunteers, many programs and activities that are offered at our school would not be possible. Our volunteers and Parent Teacher Association are involved heavily within our school. They are involved in assisting our teachers/school staff to help enrich students' classroom experiences and providing 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 or volunteers who visit our school and in turn, provide us with a safer environment for students and staff. Part of keeping students and faculty safe involves 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. Many parents volunteer for fund raising events such as our Dolphin Dash and our World's Fair.

### 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	1.1	1.3	0.7	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)

College Park Elementary School has a Comprehensive School Safety Plan that is reviewed each year and has been recently approved by our district. We conduct a yearly disaster drill to test our plan's effectiveness and to ready staff for a catastrophic event. This 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, policies relating to suspension and expulsion, 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	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	27		4		28		3		22	1	3	
1	28		3		31		4		28		3	
2	29		3		27		3		25		5	
3	28		5		27		5		27	1	3	
4	29		4		24	1	3		32		3	
5	33			3	32		2	2	25	1	3	
6	27	1	1	3	31		2	2	29		5	
Other	4	1			8	1			3	1		

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

\*\* "Other" category is for multi-grade level classes.

### 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	0	0
Counselor (Social/Behavioral or Career Development)	0.6	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	1.0	N/A
Resource Specialist (non-teaching)	3.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,359	\$186	\$5,173	\$83,040
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-7.3	1.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-31.7	2.8

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)

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. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including: Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire 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.

### 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/>.

### **Professional Development (Most Recent Three Years)**

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The College Park School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support the 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: enrichment, 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. Also, attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District is encouraged.