

Plaza Vista 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	Plaza Vista School
Street	670 Paseo Westpark
City, State, Zip	Irvine, CA 92606
Phone Number	(949) 936-6950
Principal	James Parker
E-mail Address	JamesParker@iusd.org
Web Site	http://www.iusd.org/pv/
CDS Code	30-73650-6115786

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	www.iusd.org

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

Plaza Vista School is a K-8 single-track, year-round calendar school located in the community of Irvine. The Irvine Unified School District, located approximately forty-five miles southeast of Los Angeles, serves over 24,000 students representing a diverse population of both ethnic and socio-economic groups. Approximately 947 students attend Plaza Vista School. The building is a beautiful, modern single story facility encompassing 63,000 square feet and was built in 1999. Our school proudly serves over twenty languages with concentrations in Mandarin, Vietnamese, Korean, Japanese, Spanish and Farsi. The Plaza Vista student population is a microcosm of the rich diversity found in California. As a TK-8 school, we will have the pleasure of watching these children grow and develop over a span of ten years. This extended family makes Plaza Vista a special place for children and adults.

We at Plaza Vista are committed to ensuring all students experience successes regularly. Through the effective use of collaboration and dedicated time we will utilize all available resources for students to reach and exceed individual goals. Our mission is to create a school that fosters open lines of communication and support. We value honesty and respect for all. The curriculum is comprehensive and considers each individual. We desire a school that is safe, clean, and attractive. Our intent is to provide an appreciative, friendly atmosphere for all of our community. We are committed to the love of learning and will actively seek to instill this desire in our students. Our primary goal is academic, social, and physical achievement for all students.

Plaza Vista opened its doors in 1999 as a year-round option for Irvine students with a focus on family, the arts, and academics. Today, Plaza Vista is a neighborhood school with many of the traditions from its outset continuing to thrive. Science specialists and science teachers serve students starting in 4th grade. Our supportive PTA helps fund art for students in kindergarten through 5th grade. IPSF helps fund numerous instructional aides (with many of those staff holding teacher credentials) and music classes for all students. Computers are available for students in all grades along with Chromebooks and iPads (thanks in part to our amazing PTA). Grades three and above have at least one computer or Chromebook per student to use at school (1:1). Plaza Vista's Positive Behavior Intervention System framework is PRIDE- Partnership, Respect, Integrity, Determination, and Empathy. Our entire student body benefits from our middle school students' leadership via student council, PRIDE mentoring, National Junior Honors Society, No One Eats Alone Day, recycling work, and more. Our amazing PTA strengthens community and provides resources for our school program in numerous ways including our annual carnival in May (please join us!), the Jog-a-thon, the annual membership drive, family nights (which have included a magic show, bowling, restaurant nights, a "drive-in" movie, bingo, and much more), guest speakers, the book fair, assemblies, bake sales, lunch-time activities and games, field trips, Red Ribbon Week, and more! The Mission Statement of Plaza Vista is: All staff through collaboration, shared leadership, and while engaging in intellectual risk-taking, will support every child. An unofficial but hallowed slogan here painted in the hallway is: We take care of this place, we take care of each other. Plaza Vista is a California Gold Ribbon School, a California Distinguished School, and a California Honor Roll School. Our students achievement on standardized exams consistently ranks amongst the highest in the state (like many Irvine schools).

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

Grade Level	Number of Students
Kindergarten	112
Grade 1	104
Grade 2	111
Grade 3	102
Grade 4	119
Grade 5	94
Grade 6	96
Grade 7	77
Grade 8	90
Total Enrollment	905

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	53.1
Filipino	3.2
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.3
White	18.1
Socioeconomically Disadvantaged	17.7
English Learners	28.6
Students with Disabilities	7.2
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	39.50	38.30	37.60	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	9.00	0.20	9.00	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
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%
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 one of the newer schools in the district, our facility is extremely comfortable and conducive to learning. The building and grounds are spacious and very utilitarian. We think the appearance of a school as well as its occupants reflects the level of care and attention given to the education of the children inside.

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: 12/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	41: 4. WATER STAIN CEILING TILES 73: 4. SMALL WATER STAIN CEILING TILE GIRLS RR: 4. WATER STAIN CEILING TILE IN HALLWAY LIBRARY/MEDIA CNTR: 4. WATER STAIN CEILING TILES OFFICE: 4. WATER STAIN CEILING TILE IN HALLWAY BY RESTROOM RM'S 43/45: 4. WATER STAIN CEILING TILES IN ROOM 40. ABOVE ENTRY TO ROOM 43
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	22: 10. FIRE SPRINKLER COVER IS MISSING ON CEILING 32: 10. FIRE SPRINKLER COVER IS MISSING ON CEILING 34: 10. FIRE SPRINKLER COVER IS MISSING ON CEILING
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: 12/13/2018	
Overall Rating	Good

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)	75.0	72.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	77.0	77.0	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	581	573	98.62	71.73
Male	318	314	98.74	67.52
Female	263	259	98.48	76.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	302	299	99.01	82.27
Filipino	14	14	100.00	71.43
Hispanic or Latino	72	72	100.00	41.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	108	106	98.15	66.98
Two or More Races	73	71	97.26	67.61
Socioeconomically Disadvantaged	114	111	97.37	52.25
English Learners	185	180	97.30	60.56
Students with Disabilities	48	48	100.00	27.08

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	581	577	99.31	76.95
Male	318	317	99.69	77.29
Female	263	260	98.86	76.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	302	301	99.67	89.37
Filipino	14	14	100	78.57
Hispanic or Latino	72	72	100	45.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	108	107	99.07	63.55
Two or More Races	73	72	98.63	76.39
Socioeconomically Disadvantaged	114	112	98.25	56.25
English Learners	185	184	99.46	70.11
Students with Disabilities	48	48	100	45.83

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	33.3	16.7	21.9
7	14.1	34.6	30.8

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)

Please feel free to contact the school office and speak with our administrative staff regarding any enrollment or program questions. Our friendly and knowledgeable staff will be glad to be of assistance. Our PTA is highly involved in the daily operations of the school and supports our students with time, money and resources. For more detailed information regarding Plaza Vista's PTA, please visit our school's website. There are a wide variety of opportunities for parents to participate in the activities that occur here at Plaza Vista. We have the school calendar and related items available on our website for those interested in gaining valuable information about our program and activities.

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	0.6	0.5	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)

The Plaza Vista safety plan is updated annually and is an ongoing school activity conducted with the assistance of the Orange County Fire Authority and the Irvine Police Department and in conjunction with Irvine Unified district office personnel. We practice components of our emergency plan monthly and evaluate our procedures regularly to assure the safest environment for our children.

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		5		29		4		28		4	
1	26		3		28		4		26		4	
2	30		4		26		4		28		4	
3	27		4		29		4		26		4	
4	32		1	2	31		3		30		4	
5	33		1	2	31		3		31		3	
6	32		9	3	26	3	3	6	29	1	8	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	1.0	905
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)	1.28	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 (non-teaching)	1.6	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	\$5,975	\$400	\$5,575	\$83,652
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	0.2	1.7
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-24.4	3.5

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)

Targeted staff development activities are essential for maintaining and improving quality education. This year we have dedicated full days, plus numerous afternoons to professionally develop and grow as a staff. Our topics of focus this year include:

- Goal Setting
- Positive Behavior Interventions & Support (PBIS)
- Student Support & Interventions
- Examination of student assessment results
- California Common Core Standards
- Technology
- Reading Strategies
- Grade Level Articulation
- Professional Learning Communities (PLCs)
- Student Mental Health
- Failure as part of the learning process
- Intellectual risk-taking