

# Westpark Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Westpark Elementary School
<b>Street</b>	25 San Carlo
<b>City, State, Zip</b>	Irvine, CA 92614
<b>Phone Number</b>	(949)936-6400
<b>Principal</b>	Nathan Allen
<b>Email Address</b>	nathanallen@iusd.org
<b>School Website</b>	<a href="https://westpark.iusd.org/">https://westpark.iusd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30-73650-6108799

## 2024-25 District Contact Information

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>District Website</b>	<a href="http://www.iusd.org">www.iusd.org</a>

## 2024-25 School Description and Mission Statement

Our mission is to enable students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Westpark School opened its doors in July, 1991. Our first enrollment included 341 students in grades K-5. Currently, we maintain an enrollment of 880 students in grades PK-6. Westpark is one of four elementary schools in Irvine that operate with a year-round calendar. In addition to serving neighborhood children, we offer the year-round calendar as an alternative to other

## 2024-25 School Description and Mission Statement

families in Irvine who choose this schedule.

Westpark has been recognized as a California Distinguished School.

In every academic setting we provide a learning environment that emphasizes individual initiative and creativity as well as group cooperation and communication skills. Our offerings include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in classrooms, Specialized Academic Instruction support, Speech and Language support, English as a Second Language Learner clusters with SDAIE and EL instructional support for our English Learners, Early Intervention Reading Model for emerging readers, Tier 3 instructional supports led by a credentialed teacher, and Response to Instruction (RTI) for all students in reading, and regular education classes. Intervention programs are designed and implemented to offer academic skills and support through supplemental funding. The programs are designed with input from the teachers based on their assessments and teacher recommendation. Progress monitoring of student progress allows for flexible support. In addition to general education classrooms, we serve Special Education students collaborative classroom settings and also three upper-grade classrooms for academically talented students (APAAS). Our student population includes students from homes where more than 30 languages other than English are spoken. Our staff carefully monitors each child and celebrates each child's successes and uniqueness at our regular grade level assemblies. We are a PBIS, Positive Behavior Intervention and Supports school and provide all students the social and emotional supports along with the academic supports while emphasizing our school values of Accountability, Integrity, and Respect.

During the 2018-2019 school year the facilities at Westpark was under construction for modernization and to bring the school to the education specs determined by IUSD. The project added collaboration spaces, an innovation lab, design lab, and new kitchen building.

During the 2021-2022 school year, Westpark was proud to welcome back in person instruction for a majority of our population and are refocused on social emotional learning, trauma informed instruction, restorative practices, and positive behavior practices through PBIS. ool year, Westpark has increased state and district test scores across reading, math, and SEL data measurements when looking at the SBAC, STAR, and Panorama data points.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	146
Grade 1	108
Grade 2	120
Grade 3	103
Grade 4	122
Grade 5	131
Grade 6	133
<b>Total Enrollment</b>	<b>863</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.3
Asian	44.1
Black or African American	3.5
Filipino	3.4
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	10.5
White	23.1
English Learners	18.4
Foster Youth	0.1
Homeless	0.1
Socioeconomically Disadvantaged	26.5
Students with Disabilities	8.3

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.10	100.00	1230.00	89.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	50.00	3.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	39.10	2.85	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	16.10	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.50	100.00	1300.20	90.20	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	42.50	2.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	0.79	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	83.80	5.82	15831.90	5.67
<b>Total Teaching Positions</b>	29.50	100.00	1441.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.60	100.00	1264.80	91.33	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.14	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.00	0.94	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	18.80	1.36	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	86.20	6.22	14303.80	5.15
<b>Total Teaching Positions</b>	29.60	100.00	1384.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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 October, 2024. 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 October, 2024. 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 October 2024. 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 October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. 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%
<b>Science Laboratory Equipment</b>	N/A	N/A	N/A

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

## School Facility Conditions and Planned Improvements

Westpark is in its 33rd year of being a wonderful home for education to Irvine students. Working and learning in an attractive, well-maintained facility is a top priority at Westpark. Westpark has a technology lab, with mobile devices and flexible furniture. There LCD projectors in each classroom, document cameras in all classrooms, and voice enhancement systems. A fully equipped multipurpose room, with a state-of-the art sound and lighting system, is at the center of our school. Westpark has a 1 to 1 technology devices across grade levels. Our large state of the art Multi-Purpose Room lends itself nicely to many assemblies and performances. Our Media Center houses the school library and main technology lab, with additional devices. The library offers weekly formal instruction to students, and is available throughout the day for students to conduct research and project development. Upper grade science is taught in a lab setting by the school science specialist. The campus is maintained weekly by IUSD Grounds staff. All restrooms are open for student use throughout the day and are maintained daily by our on-site custodians. The staff at Westpark takes great pride in keeping a safe and clean learning environment for students, staff and parents. Westpark works in unison with two after school care programs who share spaces after school ends for students. These programs also utilize additional custodial staff that maintain the cleanliness and maintenance of the school.

**Year and month of the most recent FIT report**

11/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			INOVATION LAB: 4. WATER STAIN CEILING TILES IN HALLWAY K3: 4. WATER STAIN CEILING TILES IN HALLWAY 10. ITEMS ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARDS) MPR: 4. CEILING TILES ARE LOOSE IN HALLWAY WOMEN'S RR: 4. WATER STAIN CEILING TILES IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			K3: 4. WATER STAIN CEILING TILES IN HALLWAY 10. ITEMS ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARDS)
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	72	72	75	73	46	47
<b>Mathematics</b> (grades 3-8 and 11)	66	69	69	69	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	499	485	97.19	2.81	72.16
<b>Female</b>	247	239	96.76	3.24	74.48
<b>Male</b>	252	246	97.62	2.38	69.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	256	249	97.27	2.73	85.14
<b>Black or African American</b>	12	12	100.00	0.00	41.67
<b>Filipino</b>	20	20	100.00	0.00	85.00
<b>Hispanic or Latino</b>	65	62	95.38	4.62	43.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	40	40	100.00	0.00	77.50
<b>White</b>	105	101	96.19	3.81	56.44
<b>English Learners</b>	57	46	80.70	19.30	26.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	139	135	97.12	2.88	54.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	36.59

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	499	493	98.80	1.20	69.17
<b>Female</b>	247	244	98.79	1.21	67.62
<b>Male</b>	252	249	98.81	1.19	70.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	256	253	98.83	1.17	84.98
<b>Black or African American</b>	12	12	100.00	0.00	8.33
<b>Filipino</b>	20	20	100.00	0.00	80.00
<b>Hispanic or Latino</b>	65	63	96.92	3.08	34.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	40	40	100.00	0.00	75.00
<b>White</b>	105	104	99.05	0.95	53.85
<b>English Learners</b>	57	55	96.49	3.51	30.91
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	139	139	100.00	0.00	51.80
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	36.59

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	66.43	66.41	64.04	61.99	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	131	99.24	0.76	66.41
Female	67	66	98.51	1.49	63.64
Male	65	65	100.00	0.00	69.23
American Indian or Alaska Native	--	--	--	--	--
Asian	69	68	98.55	1.45	83.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	14	14	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	72.73
White	25	25	100.00	0.00	56.00
English Learners	13	12	92.31	7.69	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	60.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### 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 area of physical education.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.48%	99.24%	99.24%	99.24%	100.00%

## 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 regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Westpark School is embedded in a community that believes that education is a partnership between the home and the school. The PTA, the School Site Council, the volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies, after school enrichment classes, financial support for programs, and financial support for every classroom. The School Site Council participates in the monitoring of our educational plan and the expenditure of funds to enrich our curricular foci. The volunteers contribute hours to the classroom through tutorial, library, computer lab and clerical support. The business community is also involved by supplying our school with resources to purchase equipment and other supplies and assemblies to enrich the entire school.

Our parents are actively involved at our school in a variety of ways. Parents are encouraged to contribute to the multicultural community at Westpark through community events and educational opportunities as well as we feel that this is a critical piece of our Positive Behavior Intervention and Supports model. The PTA also encourages and supports the arts and Science Technology Engineering and Math (STEM) through support of the music program and coordination of student performances twice a year and STEM lessons through Brainstorm. Additionally, Westpark supports the arts and parents are consistently volunteering to help Westpark's students in the annual musical, talent show, and honoring students in various art competitions held throughout the year. Finally, Westpark holds in school events such as Abilities Awareness Week, Family Lunch Days, and grade level and site-wide theater and music, among others that bring the community together in supporting our students in their social, emotional, behavioral, and academic growth.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	934	915	130	14.2
Female	480	471	67	14.2
Male	454	444	63	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	411	402	33	8.2
Black or African American	34	33	11	33.3
Filipino	32	31	2	6.5
Hispanic or Latino	143	138	35	25.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	93	93	15	16.1
White	215	212	33	15.6
English Learners	187	179	29	16.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	270	267	70	26.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	85	23	27.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.46	0.11	0.43	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.04	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.43	0.00
Female	0.00	0.00
Male	0.88	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.24	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

The Safe School Plan is a comprehensive plan that includes the following information:

### SECTION 1

#### School Safety Plan Information Part

- Signature Page 1
- Emergency Drills 2
- Incident Command System - Organizational Chart 3
- Incident Command System - Duty Reporting Stations 4
- School Plot Map 5
- Utility Shut-Off Information 6
- Utility Map 6.1
- Utility Shut-Off Photographs 7
- Safe Ingress and Egress 8
- School Discipline Plan 9
- Student Discipline/Crime Statistics 10
- After School/Extra Curriculum Emergency Protocol 11

### SECTION 2

#### Emergency Team Response Plan Page

- Emergency Information 1
- Incident Command System & Standardized Emergency Management System 2
- Command Team 6



## 2024-25 School Safety Plan

- Incident Commander 7
- Operations Section Chief 8
- Damage Assessment/Fire Suppression/Security/Utility Shut-Off Teams 9
- Search and Rescue Team 10
- Search and Rescue Team – Quick Response Guide 12
- First Aid/Medical/Preservation Team 13
- First Aid/Medical Team – Quick Response Guide 15
- Triage Chart – Quick Response Guide 16
- Treatment Chart – Quick Response Guide 16
- Medical Supply Organization 17
- Crisis Intervention Team 18
- Student Supervision Team 19
- Student Release Team 20
- Parent/Student Reunification Protocol 21
- Planning and Intelligence Section Chief 23
- Logistics Section 26
- Convergent Volunteers and Staffing Resource Pool 27
- Finance and Administration Section Chief 28

### SECTION 3

#### District Emergency Plan (Hazard Specific Guidelines) Page

- Air Pollution 1
- Bomb Threat 3
- Campus Disturbance 6
- Chemical Accident 10
- Earthquake 12
- Fallen Aircraft 16
- Fire 18
- School Bus Transportation 22
- Severe Weather 25
- Terrorist Attack 27
- Train Derailment / Accident 29
- Violent Intruder 31
- Wild Animals - Biological

This plan has been updated on September 27, 2024

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	
1	31		3	1
2	25		4	
3	27		4	
4	29		4	
5	27		4	
6	30		4	
Other	30		1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	35		3	1
2	25		4	
3	25		4	
4	28	1	4	
5	27	1	3	
6	30		3	
Other	28		1	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	27		4	
2	30		4	
3	33		3	1
4	31		3	
5	33		1	
6	33			1

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.6

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,778	\$446	\$6,332	\$100,745
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	-6.3	3.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-51.9	6.3

## Fiscal Year 2023-24 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with 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 through induction program, content TOSAs and teacher mentor program, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 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) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

## Fiscal Year 2023-24 Types of Services Funded

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$56,160	\$56,573
<b>Mid-Range Teacher Salary</b>	\$100,301	\$87,186
<b>Highest Teacher Salary</b>	\$129,651	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$165,053	\$148,486
<b>Average Principal Salary (Middle)</b>	\$171,613	\$154,835
<b>Average Principal Salary (High)</b>	\$196,955	\$170,008
<b>Superintendent Salary</b>	\$376,853	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

Westpark School and the Irvine Unified School District are committed to continuous professional improvement. The District and site have three staff development days. Teachers participate in an additional 12 hours of training throughout the year after school. Staff development opportunities are also offered in the afternoon and evening for teachers. The 2024-2025 goals are to increase social and emotional learning supports, innovative teaching, and to continue our work on data and assessment, specifically grading practices, enrichment, and student ownership of learning. Additionally, Westpark has focused professional development efforts on best first instruction around writing and developing a curriculum that builds from PK-6th grade. For the 2024-2025 school year, Westpark will continue to track student growth on writing curriculum and instruction while also focusing on targeted at-risk subgroups in mathematics.

At Westpark we will provide an appropriately challenging curriculum for all students that fosters higher order thinking. We will explicitly and intentionally teach the language skills (listening, speaking, reading, and writing) necessary for success in all curricular areas; English, Social Science, Math, and Science. In providing this curriculum we will align our teaching, learning, assessments, and materials to content standards and the CCSS. We will provide equal access to the core curriculum and standards-based instruction for students with special needs (including but not limited to English Learners, GATE, Special Education, and At-Risk students). We will use on-going results from multiple assessments to design and/or modify our instruction and use the data from all sources, including that from standards-based assessments to evaluate current program effectiveness and make adjustments as necessary. We will seek opportunities to develop staff expertise in analyzing assessment data from a variety of sources to improve student learning. Through the PBIS model and school AIR values (Accountability, Integrity, and Respect) we will support school culture and individual actions that promote positive behavior and district core ethical values.

The 24-25 certificated professional development is focused around: writing, social/emotional learning, mathematics, reading and reading intervention (focus on Tier 1 and Tier 2 interventions), and PBIS/behavior management strategies. 3 of the days are full day professional learning while the other 6 days are 2 hour sessions.

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	9