California iInspire Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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. |
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.

2022-23 School Contact Information

School Name	California iInspire Academy
Street	1080 N. California Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6104
Principal	Misty Brunasso, Ed.D.
Email Address	mbrunasso@orangeusd.org
School Website	https://www.orangeusd.org/california-elementary-school-k-5
County-District-School (CDS) Code	30-66621-6029748

2022-23 District Contact Information

District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
District Website Address	www.orangeusd.org

2022-23 School Overview

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities and the staff. Information about Orange Unified School District is also provided.

California Elementary School is one of twenty-seven (27) elementary schools in the Orange Unified School District. The school was built in April,1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. We are on a modified Traditional schedule. Approximately 600 students are enrolled in grades Transitional Kindergarten through 5th as of 11/12/2021. We provide TK-5 Inclusion classes. We offer a Spanish Dual Immersion program in grades Kindergarten through fifth grade.

Mission Statement:
California Elementary School, home of the iInspire Academy, where we create and innovate!

Vision Statement:
We are committed to ensuring all students creatively innovate with oral fluency, digital literacy, and have equitable access to 21st century technology to become leaders in a globally connected world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	113
Grade 2	90
Grade 3	95
Grade 4	92
Grade 5	91
Total Enrollment	590

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
American Indian or Alaska Native	0.0
Asian	0.5
Black or African American	0.2
Filipino	0.0
Hispanic or Latino	91.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	5.9
English Learners	54.1
Foster Youth	0.0
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	69.0
Students with Disabilities	8.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.20	99.69	968.20	89.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.09	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.50	0.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	28.50	2.65	12115.80	4.41
Unknown	0.00	0.27	74.80	6.94	18854.30	6.86
Total Teaching Positions	22.20	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 12-22-23 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 8, 2022.

Year and month in which the data were collected	September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A		N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

California iInspire Academy is located at 1080 N. California Street, Orange, CA. The school was built in April, 1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. There are eight buildings that comprise 22 classrooms, two RSP/Intervention rooms, a faculty lounge, a Speech Center, a recording studio, a STEAM lab, library, the nurses office, the school psychologist's office, Mental Heath Counselor's office, a kitchen, and the main office. In addition, there are seven additional portable classrooms. The school is in good condition on the most current site inspection. Last year a water bottle filling stations was installed. In addition, our student bathrooms will be renovated. Work orders have been submitted to rectify the areas of concern.

Year and month of the most recent FIT report	8/16/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			3: 4: Sink base cabinet has damage 10: Plug-in air freshner K2: 4: Wall and door jambs have paint damage
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Mechanical & Custodian Rooms: 5: Used for storage, electrical panels and HVAC equipment blocked
Electrical		X		11: 7: Surge supperssor cord frayed 15: 7: Missing outlet cover, east wall 19: 7: Surge suppressors daisy chained together 11: Aerosols under sink 5: 7: Extension cord under carpet; surge suppressors daisy-chained together 6: 7: Extension cord used as permanent power; Kitchen: 7: Electrical panels blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			10: 11: Aerosol under sink 19: 7: Surge suppressors daisy chained together 11: Aerosols under sink 20: 10: Aerosols under sink 23: 11: Aerosols under sink 15: Windows etched with graffiti 25: 11: Aerosols under sink 15: Windows are etched 3: 4: Sink base cabinet has damage 10: Plug-in air freshner 4: 11: Aerosols under sink
Structural: Structural Damage, Roofs	X			Admin: 13: Gutters filled with debris
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			23: 11: Aerosols under sink 15: Windows etched with graffiti 24: 15: Windows etched with graffiti 25: 11: Aerosols under sink 15: Windows are etched 28 Portable Storage Room: 14: Asphalt deterioating behind portable Girl's Restroom: 15: Windows etched with graffiti

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	39	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
All Students	281	271	96.44	3.56	28.78
Female	144	140	97.22	2.78	25.71
Male	137	131	95.62	4.38	32.06
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	257	250	97.28	2.72	28.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	21	19	90.48	9.52	42.11
English Learners	134	127	94.78	5.22	7.09
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	221	215	97.29	2.71	24.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	8.70

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
All Students	282	279	98.94	1.06	20.79
Female	144	143	99.31	0.69	13.29
Male	138	136	98.55	1.45	28.68
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	258	258	100.00	0.00	18.99
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	21	19	90.48	9.52	42.11
English Learners	134	134	100.00	0.00	7.46
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	221	220	99.55	0.45	15.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	23	100.00	0.00	0.00

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.13	34.95	32.07	28.5	29.47

2021-22 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	94	93	98.94	1.06	16.13
Female	52	52	100	0	11.54
Male	42	41	97.62	2.38	21.95
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	86	86	100	0	15.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	39	39	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100	0	11.39
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	96.9	95.8	80.2	95.8	96.9

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.

2022-23 Opportunities for Parental Involvement

California iInspire Academy is extremely fortunate to have supportive parent and community commitment and involvement. Their dedication to the enhancement of the educational program for all students is greatly appreciated. Our parents volunteer their time and talents in the classrooms and on campus.

Parents and interested community members serve on several site committees including: the School Site Council, the English Language Advisory Committee and an active PTO. Through active parental involvement, we have graciously received donations of school uniforms, clothes, books and other materials to enhance our educational program.

Due to several successful fundraisers, our parents participation helped to provide instructional study trips, school beautification projects, and programs in arts/science. We have an extensive Parent Involvement Plan that includes bi-monthly Parent Seminars with guest speakers, extended Parent Workshops, and parenting strategies series training. Our School Community Lead builds connections with families and has an established location for a dry food bank, resources and parents. Parents can also check out books and use iPads in our Community Center.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	622	612	135	22.1
Female	312	309	70	22.7
Male	310	303	65	21.5
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	2	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	566	558	128	22.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	39	38	3	7.9
English Learners	344	342	77	22.5
Foster Youth	1	1	1	100.0
Homeless	14	14	6	42.9
Socioeconomically Disadvantaged	452	446	106	23.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	58	13	22.4

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.03	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.16	0.00	0.19	2.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services, which provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at California iInspire Academy. California iInspire Academyl has an extensive disaster preparedness plan. Playground supervision is provided by certificated staff and noon supervisors to ensure student safety. All gates are locked during the day and visitors report through the office to sign-in and receive a pass. Parent groups, as well as the school faculty and staff have opportunities to give feedback and input into updating the Safe School Plan annually to ensure everyone's safety and well being on the campus.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	48		1	3
1	50		1	2
2	43		1	2
3	42		1	2
4	28		3	
5	31		3	
6				
Other	28		2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	48		2	2
1	60			2
2	48		1	2
3	41		1	2
4	39		1	2
5	31		4	2
6				
Other	41		2	1

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	27		4	
1	32		3	
2	30		2	
3	45		3	1
4	25		3	
5	25		3	
6				
Other	31		3	

2021-22 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	590

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	5117.57	265.46	4852.11	$76559.21
District	N/A	N/A	7837.61	$89,626
Percent Difference - School Site and District	N/A	N/A	-47.1	-15.7
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-30.4	-10.9

2021-22 Types of Services Funded

California Elementary School operated the following categorical programs for the 2022-2023 school year:

Title I
LCFF

Below are the Academic and Behavioral Interventions provided for students at California iInspire Academy:

Academic Interventions:
California has an extensive Multi Tiered System of Support (MTSS). We have a block schedule with staggered intervention time that allows our Resource Specialist to push into grades K-5 to provide targeted Reading support. Students grade TK-5 utilize one-to-one iPads to provide a customized learning pathway for all students. In addition, students in grades TK-5 take their iPads to and from school with the purpose of extending the learning time and providing equitable access to technology. Students utilize iReady Reading, iReady Math and Istation Espanol. These are all research based softwares for Intervention, during the school day and at home for 60 minutes a week for each app. Teachers utilize the data on a daily basis to provide targeted intervention to students. Our data team consisting of the principal, Instructional Coach, Resource Specialist, and Education Specialist meet weekly to an analyze the intervention data, shift resources as needed, follow up with teachers of struggling students, and determine immediate response to next levels on the MTSS. In addition to theses data meetings and an established Student Study Team (SST) referral process, California holds three CAST meetings annually with all teachers to discuss students that have not responded to interventions and make referrals to SST meetings. From the SST process and direct Special Needs referrals, referrals are systematically made for Special Needs testing and conducted within legal timelines.

Behavioral Interventions:
California Academy implements Positive Behavioral Intervention Systems (PBIS) school-wide and has completed all three levels of training through the Orange County Department of Education. In addition to clearly establish school-wide expectations we have a school-wide positive reinforcement system in place, a Check In Check Out (CICO) system for Tier Two students, customized Behavioral Intervention Plans (BIP) for general education students, and social skills classes for social pragmatics and a separate social skills class for aggressive behavior. We have a Mental Health Counselor 3 days a week that meets with students referred for Mental Health Services. In addition, our Community Liaison provides parents with community resources to aid students in need of additional Mental Health Services.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	$54,515	$51,081
Mid-Range Teacher Salary	$79,004	$77,514
Highest Teacher Salary	$111,263	$105,764
Average Principal Salary (Elementary)	$130,156	$133,421
Average Principal Salary (Middle)	$137,808	$138,594
Average Principal Salary (High)	$165,215	$153,392
Superintendent Salary	$256,476	$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as CTIP (CREDENTIALING for Beginning Teachers), PAR (Peer Assessment and Review), Instructional Coach, staff meetings, conferences and school-based in-service meetings. CTIP, PAR, school facilitators and outside consultants provide school and district-level staff with curriculum development in identified areas of need.

At California Academy we implement Coaching cycles in which teachers receive training based on themes and instructional strategies focusing on school-wide best practices during pull out PD, Modified Wednesday PD, and/or virtual learning. Our Instructional coach meets with teachers the day after the training to reflect on the previous coaching cycle, reflect on the PD, and establish goals for the current cycle. Over the next coaching cycle, which lasts from 3-6 weeks, the Instructional Coach pushes into the classroom and models the strategies of the PD in the teachers' classes, comes back and implements the strategies alongside with the teacher, and visits again when the teacher demos the strategies independently with their students.

During the 2021-2021 school the focus of the Coaching Cycles was on the addition of our new Social Studies Curriculum, TCI to be used during designated ELD. The 2022-2023 school year focus is on AVID Critical Reading Protocol, Math Write to Explain and technology applications to be used on iPads.

We implement Modified Wednesdays in which we "bank" instructional minutes on Monday, Tuesday, Thursday, and Friday to release students earlier on Wednesday so teachers may expand their professional growth from 1:30 PM - 3:00 PM. Teachers are involved in site based professional learning one Wednesday a month, district based PD one Wednesday a month, Grade Level Collaborations one Wednesday a month, and classroom preparation one Wednesday a month. The focus of the district Professional Learning is on iReady. The focus of the site Professional Learning is on designated ELD and small groups for math and Language Arts. The focus of Professional Learning Communities is on sharing best practices, analyzing student achievement data, developing best 1st instruction, and interventions.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	45	46	46