

# Stone Creek Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

#### **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**

### **School Contact Information (School Year 2019-20)**

| Entity                                   | Contact Information   |
|--|---|
| <b>School Name</b>                       | Stone Creek Elementary School                                 |
| <b>Street</b>                            | 2 Stone Creek South   |
| <b>City, State, Zip</b>                  | Irvine, CA 92604  |
| <b>Phone Number</b>                      | (949) 936-6205  |
| <b>Principal</b>                         | Christina Pierson   |
| <b>Email Address</b>                     | christinapierson@iusd.org                                     |
| <b>Website</b>                           | <a href="http://www.iusd.org/st/">http://www.iusd.org/st/</a> |
| <b>County-District-School (CDS) Code</b> | 30-73650-6096200  |

| Entity                | 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>Website</b>        | www.iusd.org                   |

### School Description and Mission Statement (School Year 2019-20)

At Stone Creek Elementary School we strive to become contributing members of society empowered with the academic knowledge, social skills, and core values necessary to meet the challenges of a changing world.

Located in the village of Woodbridge, in the city of Irvine, Stone Creek is a neighborhood school with an enrollment of 565 students in grades kindergarten through six. Stone Creek's educational program features a strong academic focus in a structured and supportive setting. We provide a safe and nurturing school environment where all students are challenged to reach their maximum potential. Parents and staff work in partnership to ensure that every child is successful. Our offerings this year have included GATE clusters in classrooms, special education support, Early Intervention Reading Model support for grades K-1, after-school supplemental math instruction, instructional support for our English Language Learners, and regular education classes. We are also fortunate to have a number of students representing a variety of ethnic backgrounds and languages, which adds to the rich diversity of our school.

Each of our teachers participates in a variety of professional learning activities designed to enhance their professional skills. Our curriculum specialists provide enrichment in art, music, and science, and our support staff provides assistance and reinforcement of essential skills. At Stone Creek, we are fortunate to offer a 1:1 device to student ratio in grades two through six which enables our students access highly engaging learning opportunities while gaining the technical skills necessary for their future.

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| <b>Kindergarten</b>     | 72                 |
| <b>Grade 1</b>          | 65                 |
| <b>Grade 2</b>          | 77                 |
| <b>Grade 3</b>          | 92                 |
| <b>Grade 4</b>          | 98                 |
| <b>Grade 5</b>          | 67                 |
| <b>Grade 6</b>          | 100                |
| <b>Total Enrollment</b> | 571                |

## Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.9                         |
| Asian                               | 40.3                        |
| Filipino                            | 1.6                         |
| Hispanic or Latino                  | 10                          |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 35.6                        |
| Two or More Races                   | 10.7                        |
| Socioeconomically Disadvantaged     | 12.6                        |
| English Learners                    | 22.1                        |
| Students with Disabilities          | 7.2                         |
| Foster Youth                        | 0.4                         |
| Homeless                            | 0.2                         |

## 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 21.60          | 21.60          | 21.99          | 1797.99          |
| Without Full Credential  | 0              | 0              | 0              | 0                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 75.64            |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: October 2019

| 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, 2019. 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, 2019. 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, 2019. 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, 2019. All core textbooks and instructional materials are state-adopted. | Yes                        | 0%   |
| <b>Health</b>                     | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted. | Yes                        | 0%   |
| <b>Visual and Performing Arts</b> | All students are provided an individual textbook and/or instructional material.   | Yes                        | 0%   |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Stone Creek Elementary school opened in 1978 and completely modernized during the summer of 2009. Our facility includes fifteen modified self-contained classrooms within the main building and seven relocatable classrooms to serve our student population. Stone Creek includes a library/media center, which houses books, iPads, chromebooks and computers. A separate multipurpose room is the setting for assemblies, programs, and music instruction. In 2018 our school facilities received upgrades to our former computer lab and library space, creating a more open library space that connects to a newly designed innovation lab. This project also included the addition of a design lab used for science purposes to our campus. In addition, classrooms inside the building were upgraded with doors to increase safety by having lockable doors and reduce the noise level in all inside classrooms. All classrooms are connected to the internet, and LCD projectors have been installed in each classroom.

We continue to focus on providing a safe environment for our students and have worked with the Irvine Police Department and our parent community to develop a drop off and pick up system that keeps traffic flowing more effectively in a parking lot that was never designed for the current level of use.

Supported by Maintenance and Operations staff and Grounds staff, our custodial staff is dedicated to keeping our building and grounds clean and safe for all students and staff. Our playground and blacktop areas are well-maintained and playground equipment was recently upgraded on the main play area and the kindergarten area.

**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

**Year and month of the most recent FIT report:** 11/18/2019

| System Inspected  | Rating | Repair Needed and Action Taken or Planned  |
|---|--------|--|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good   |  |
| <b>Interior:</b> Interior Surfaces                                      | Fair   | 10: 4. WATER STAN CEILING TILES<br>P 6: 4. CEILING TILE HAS HOLE 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)<br>P4: 4. FLOOR IS DAMAGED AT ENTRY ( VERY SOFT) |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good   |  |
| <b>Electrical:</b> Electrical   | Good   |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good   |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good   | P 6: 4. CEILING TILE HAS HOLE 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good   | CC 1: 12. DRY ROT ON RAMP SKIRTING   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good   |  |
| <b>Overall Rating</b>   | 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject  | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 78             | 79             | 77               | 78               | 50            | 50            |
| Mathematics (grades 3-8 and 11)                    | 78             | 78             | 74               | 74               | 38            | 39            |

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 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 363              | 361           | 99.45          | 0.55               | 78.95                   |
| Male                                | 192              | 190           | 98.96          | 1.04               | 76.84                   |
| Female                              | 171              | 171           | 100.00         | 0.00               | 81.29                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    |                  |               |                |                    |                         |
| Asian                               | 147              | 146           | 99.32          | 0.68               | 83.56                   |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 41               | 41            | 100.00         | 0.00               | 65.85                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                      |
| White                               | 124              | 123           | 99.19          | 0.81               | 83.74                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | 41               | 41            | 100.00         | 0.00               | 70.73                   |
| Socioeconomically Disadvantaged               | 57               | 57            | 100.00         | 0.00               | 70.18                   |
| English Learners                              | 93               | 92            | 98.92          | 1.08               | 80.43                   |
| Students with Disabilities                    | 37               | 36            | 97.30          | 2.70               | 61.11                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |

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 2018-19)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 363              | 362           | 99.72          | 0.28               | 77.62                   |
| Male  | 192              | 191           | 99.48          | 0.52               | 76.96                   |
| Female  | 171              | 171           | 100.00         | 0.00               | 78.36                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native              |                  |               |                |                    |                         |
| Asian   | 147              | 147           | 100.00         | 0.00               | 86.39                   |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 41               | 41            | 100.00         | 0.00               | 51.22                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| White   | 124              | 123           | 99.19          | 0.81               | 79.67                   |
| Two or More Races                             | 41               | 41            | 100.00         | 0.00               | 75.61                   |
| Socioeconomically Disadvantaged               | 57               | 57            | 100.00         | 0.00               | 64.91                   |
| English Learners                              | 93               | 93            | 100.00         | 0.00               | 82.80                   |
| Students with Disabilities                    | 37               | 36            | 97.30          | 2.70               | 61.11                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth  | --               | --            | --             | --                 | --                      |
| Homeless      | --               | --            | --             | --                 | --                      |

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

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

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 14.9   | 23.9   | 52.2  |

Note: 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.



## 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 2019-20)

Stone Creek Elementary School is a neighborhood school in a community that places a high value on education and the importance of the home and school partnership. Parent participation is valued and there are numerous opportunities for parent volunteers at Stone Creek. We have parents, grandparents, and community members volunteering in classrooms, participating in School Site Council and PTA activities, assisting with fundraising, political action, community service, and a wide range of committees which are so vital to providing a successful learning environment for all students. Parents also have the opportunity to participate in the District English Language Advisory Committee, School Site Council, the GATE Community Advisory Committee, and the Special Education Advisory Committee. We enjoy welcoming parents on campus for special events such as Picnic with Parents, Book Fair, STEAM Night, Back to School Night, Open House and Family Fun Nights.

### 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<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 0.2               | 0.2               | 0.2               | 1.6                 | 1.2                 | 1.0                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.0                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

Stone Creek School has developed a Comprehensive Safe School Plan. Our plan is evaluated and amended, as needed by the School Site Council, Risk Management at District level, and/or staff. Key elements of the plan include: 1a) Safety goals and objectives, 1b) Assessing the current status of school crime committed on the school campus and at school-related functions, 2a) Child Abuse Reporting procedures, 2b) Disaster procedures – routine and emergency, 2c) Disaster teams and their roles, 2d) Policies for suspension, expulsion and mandatory expulsion, 2e) Procedures for Notification of staff regarding at-risk students, 2f) Policies on sexual harassment, 2g) Policy related to school dress code, especially gang-related apparel), 2h) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school, 2i) Procedures that create a safe and orderly environment conducive to learning at school, 2j) Rules and procedures on school discipline.

In addition, monthly fire drills are conducted at Stone Creek. Two lockdown drills as well as two disaster drills are held annually. Emergency supplies are stored in classrooms and strategic locations throughout the school.

Staff has also participated in Lockdown Safety training provided through the district and Irvine Police Department.

## 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 | 2016-17            | 2016-17                    | 2016-17                     | 2016-17                   | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|             | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| K           | 29                 |                            | 2                           |                           | 29                 |                            | 2                           |                           | 29                 |                            | 3                           |                           |
| 1           | 30                 |                            | 3                           |                           | 26                 |                            | 2                           |                           | 26                 |                            | 2                           |                           |
| 2           | 30                 |                            | 3                           |                           | 27                 |                            | 4                           |                           | 26                 |                            | 3                           |                           |
| 3           | 32                 |                            | 2                           |                           | 30                 |                            | 3                           |                           | 31                 |                            | 3                           |                           |
| 4           | 33                 |                            | 1                           | 2                         | 31                 |                            | 2                           |                           | 33                 |                            | 1                           | 2                         |
| 5           | 33                 |                            | 1                           | 2                         | 33                 |                            |                             | 3                         | 34                 |                            |                             | 2                         |
| 6           | 33                 |                            | 1                           | 2                         | 32                 |                            | 2                           | 1                         | 33                 |                            |                             | 3                         |
| Other**     |                    |                            |                             |                           |                    |                            |                             |                           |                    |                            |                             |                           |

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

\*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.

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Speech/Language/Hearing Specialist                            | .8                                   |
| Resource Specialist (non-teaching)                            | 1.0                                  |

\*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 2017-18)

| Level       | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,660                      | \$223                               | \$5,438                               | \$88,240               |
| District    | N/A                          | N/A                                 | \$5,630                               | \$81,988.00            |

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -3.5                                  | 6.4                    |
| <b>State</b>   | N/A                          | N/A                                 | \$7,506.64                            | \$82,403.00            |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -33.5                                 | 8.2                    |

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 2018-19)

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 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) 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 district and site based 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 2017-18)

| Category                                     | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>              | \$47,823        | \$48,612                                     |
| <b>Mid-Range Teacher Salary</b>              | \$85,411        | \$74,676                                     |
| <b>Highest Teacher Salary</b>                | \$110,405       | \$99,791                                     |
| <b>Average Principal Salary (Elementary)</b> | \$121,327       | \$125,830                                    |
| <b>Average Principal Salary (Middle)</b>     | \$147,385       | \$131,167                                    |
| <b>Average Principal Salary (High)</b>       | \$165,402       | \$144,822                                    |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Superintendent Salary                         | \$320,910       | \$275,796                                    |
| Percent of Budget for Teacher Salaries        | 34%             | 34%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

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

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8       | 8       | 8       |

Each year our district and school offer Professional Growth opportunities for all staff. The focus of the staff development is around the implementation of new curriculum and/or materials, enhancing effective teaching strategies, and district and school-wide continuous improvement efforts. This year, Stone Creek is focusing on the effective use of intervention time (WIN time), differentiation of math practices, and building resources to support students' emotional and behavioral needs. In addition to that, we continue our professional learning with our Common Core trainings. Our PBIS and MTSS teams are gaining a firmer grasp of Tier I systems, as we progress to Tier II through training with Guidance Resources at district level.

Staff members attend two 6-hour Professional Development days and six 2-hr Professional Development meetings.