

# Vista Verde K-8 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>	Vista Verde K-8 School
<b>Street</b>	6 Federation Way
<b>City, State, Zip</b>	Irvine, CA 92603
<b>Phone Number</b>	(949) 936-6350
<b>Principal</b>	Jerry Vlastic/Mackenzie Boyle
<b>Email Address</b>	jerryvlastic@iusd.org
<b>Website</b>	<a href="https://vistaverde.iusd.org/">https://vistaverde.iusd.org/</a>
<b>County-District-School (CDS) Code</b>	30-73650-6094718

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

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

The success of the Vista Verde School K-8 program reflects the combined efforts by staff, students, and parents. We are proud to be recognized as a National Blue Ribbon School, California Distinguished School, California School of Excellence, and as a PBIS Gold School for our positive behavior support STAR Program (Safety School Community, Thoughtful Communication, Act With Integrity and Respect, and Responsible Risk Taking). Vista Verde sustains the same core values that we opened with over 40 years ago - including significant parent involvement, positive school climate, positive student behavior, strong student academic performance, and a strong sense of family and community. In 2006, we relocated from our previous home in University Park to the new community of Turtle Ridge where we now enjoy a state of the art educational facility.

English speaking students made up the majority of our student population; however, a number of students represent a variety of ethnic backgrounds and speak many different languages, which contribute to our school's richly diverse cultural background. Vista Verde instructional staff are highly trained and passionate about education. We offer differentiated curriculum and instruction by clustering GATE and Challenge students within classrooms beginning in elementary and continuing through 8th grade. To supplement our school program, Vista Verde enjoys strong partnerships with our adjacent Las Lomas Sports and Recreation Park, the Merage Jewish Community Center, the Child Development Center located here on campus and the Teen Center at Mariner's Church. Along with our strong IPSF ACE (After school Class Enrichment) program, these neighboring facilities provide a wide variety of after school opportunities for our students. Vista Verde continues to be a school of choice for all Irvine Unified School District students as well as the designated neighborhood school for our nearby Turtle Ridge families.

### Vista Verde K-8 School Mission Statement

"Open for Learning All Year Long"

Our mission is to provide our school's diverse population with the academic and technological skills to effectively meet the challenges of the 21st Century.

We are committed to providing a rich variety of experiences which promote the acquisition of these skills and encourage the development of values and ideals.

Our desire is to foster effective decision-making by informed, productive, and capable students.

As a community, we believe...

- All members of our learning community have a right to a safe and positive learning environment engendered through mutual respect, acceptance, and compassion.
- Diversity strengthens our community and should be respected and honored.
- Excellence occurs when our learning community works together.
- Informed and responsible community members make effective decisions.
- Staff, students, and parents demonstrate a high level of personal integrity, loyalty, and responsibility toward each other and the community as a whole.
- All members of our learning community have the ability to learn and achieve success.

- Continuous self-renewal and a balanced life style are critical for all members of our learning community.
- Shared community values and goals shape individual attitudes, behaviors, and high ideals.
- Every learner is prepared for the challenges of a changing tomorrow through critical thinking, technology, a rich core curriculum, and exploratory program.
- Commitment to the whole child today guarantees a legacy for tomorrow.

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

Grade Level	Number of Students
Kindergarten	89
Grade 1	124
Grade 2	87
Grade 3	92
Grade 4	118
Grade 5	121
Grade 6	109
Grade 7	113
Grade 8	87
<b>Total Enrollment</b>	<b>940</b>

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

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	28.5
Filipino	0.9
Hispanic or Latino	7.1
White	51.1
Two or More Races	11.9
Socioeconomically Disadvantaged	6.5
English Learners	14.6
Students with Disabilities	6.3
Homeless	

## 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	38.45	37.10	53.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	5.80	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
Reading/Language Arts	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%
Mathematics	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%
Science	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%
History-Social Science	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%
Health	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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

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

Vista Verde K-8 is a state of the art elementary and middle school facility that integrates technology throughout the campus, including flexible student work centers, media center and multiple computer labs. The philosophy and long-standing focus on collaboration between and among staff, students, and parents continues to create a sense of family and supports an environment conducive to learning. The building and grounds are well maintained and repairs are done in a timely fashion. In addition, the design of the building supports fine arts, music performances, and musical theatre. Vista Verde also has designed its physical education fields to support active play, fitness and team sports. Our Media Center was recently re-designed to provide small and large student work centers, mobile furniture and flexible seating, and access to wireless Chromebooks. Last year, an IUSD Career Technology Education State Grant, along with additional funds from Vista Verde Foundation, allowed us to fund the installation of a Fab Lab in the middle school wing with four 3D printers, a laser cutter, and a fabrication zone with butcher block work tables. The Foundation assisted this project by adding funds to update our science labs in the middle school with new tables and stools that are more flexible for hands-on science labs and projects. All members of Vista Verde community take pride in our beautiful facility and we think the appearance of a school reflects the level of care and attention given to the education of the children inside.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	15: 4. WATER STAIN CEILING TILE IN COMMON AREA BOYS RR: 4. WATER STAIN CEILING TILE IN COMMON AREA K OPEN AREA: 4. CEILING TILE HAS HOLE AT ENTRY TO COMMON AREA P1: 4. WATER STAIN CEILING TILES P2: 4. WATER STAIN CEILING TILES P4: 4. CARPET IS STAINED
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	87	88	77	78	50	50
<b>Mathematics (grades 3-8 and 11)</b>	82	81	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
<b>All Students</b>	635	628	98.90	1.10	87.58
<b>Male</b>	320	319	99.69	0.31	87.46

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	315	309	98.10	1.90	87.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	177	174	98.31	1.69	90.23
Filipino	--	--	--	--	--
Hispanic or Latino	47	45	95.74	4.26	77.78
Native Hawaiian or Pacific Islander					
White	326	324	99.39	0.61	87.65
Two or More Races	79	79	100.00	0.00	88.61
Socioeconomically Disadvantaged	52	52	100.00	0.00	75.00
English Learners	107	104	97.20	2.80	82.69
Students with Disabilities	38	37	97.37	2.63	62.16
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	635	630	99.21	0.79	81.27
Male	320	319	99.69	0.31	86.52
Female	315	311	98.73	1.27	75.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	177	176	99.44	0.56	90.91
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	47	45	95.74	4.26	73.33
Native Hawaiian or Pacific Islander					
White	326	324	99.39	0.61	78.09
Two or More Races	79	79	100.00	0.00	78.48
Socioeconomically Disadvantaged	52	52	100.00	0.00	65.38
English Learners	107	106	99.07	0.93	79.25
Students with Disabilities	38	37	97.37	2.63	62.16
Students Receiving Migrant Education Services					
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	10.7	26.2	59.8
7	6.2	18.8	66.1

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)

A myriad of opportunities exist for parents to be involved in our school program and student activities: PTA board and committees, VV Foundation projects, classroom instructional assistance, and volunteer activities within and outside the classroom exhibit a high degree of parent participation. Over 20,000 volunteer hours are typically recorded by our community volunteers each year. In addition, parental involvement in the form of support for academic success is always encouraged through monitoring homework, ensuring good attendance, and attending parent education programs. Parents are provided access to student attendance, grades, and homework completion through our on-line K-8 Parent Portal at MyIUSD.org. Middle school parents and students may access Canvas at any time to view current homework, tutorial offerings for the week, class assignments and daily reminders for every class. Our PTA sends a school newsletter each Friday which posts school-wide activities, grade level information, and community activities to each family via e-mail. Additionally, we send a Principal's Press via SchoolMessenger to keep parents informed of school events and provide detailed information about our instructional program. These activities and others ensure our parent and student community staff informed and have multiple activities to be involved in our learning community. For more information about becoming involved in the Vista Verde PTA or the Vista Verde Foundation, please contact our PTA President, and our Vista Verde Foundation President. Information can be found here <https://vistaverde.iusd.org/department/parents>.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.4	0.5	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Vista Verde K-8 School has developed a comprehensive Safe School Plan and School Site Emergency Response Plan which are updated each summer prior to the start of school. In addition, we revise our plans as needed throughout the year by our school's Emergency Preparedness Committee and our STAR Positive Behavior Committee when the data collected indicates a revision is needed. All staff members are trained at the beginning of the year on the amended plan and again when STAR (Safety School Community, Thoughtful Communication, Act With Integrity and Respect, and Responsible Risk Taking) behavior data indicates a need for retraining and reteaching. Our student behavioral data is used to monitor and evaluate our school procedures on a monthly basis. When data indicates that problems are occurring, staff meet to determine if reteaching behavior expectations are needed or if we need to alter the environment to facilitate more appropriate behaviors. Our STAR data drives our safety plan and used to continually evaluate our program effectiveness.

Our comprehensive emergency response plan includes a detailed response plan modeled after SIMS protocol and the Incident Command System. All staff members have assigned responsibilities and regularly practice their roles in simulated drills and tabletop training exercises. Students participate in monthly drills that include one of the following emergency situations: earthquake, fire, or intruder. Training in First Aid and CPR are available for staff members on an annual basis. Additionally, through the generous support of our PTA organization, we have an emergency storage shed fully equipped with emergency team equipment and food, water and sanitation supplies for a sustained stay at school in the event of an emergency. These supplies are inventoried and kept current on an annual basis to ensure that we remain fully prepared at all times.

Key elements of our School Safety Plan include:

1. 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. Policies for Suspension, Expulsion and Mandatory Expulsion
  - 2d. Procedures for Notification of Staff Regarding Dangerous Students
  - 2e. Policies on Sexual Harassment
  - 2f. Policy Relating to School Dress Code (especially gang-related apparel)
  - 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School
  - 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School
  - 2i. Rules and Procedures on School Discipline.

We are fortunate to have a Campus Control Officer and Supervisor to assist with providing a safe campus and a positive school environment for learning and growing. Vista Verde routinely conducts emergency drills including Fire, Earthquake and Lockdown procedures with staff, parents and students. We welcome community suggestions and input into our School Safe Plan - if you have recommendations, please contact our Campus Control Officer at 949-936-6350.

## 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* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	27		3		30		3		29		3	
1	29		3		24		4		31		4	
2	27		4		30		3		29		3	
3	29		4		29		4		31		3	
4	28		4		29		4		30		4	
5	31		4		27		4		30		4	
6	30	1	9	3	30		17	1	35		1	13
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*	1175.0

\*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* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1.5

\*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	\$6,140	\$478	\$5,662	\$90,612
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	0.6	5.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-19.7	7.0

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
<b>Superintendent Salary</b>	\$320,910	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	34%	34%
<b>Percent of Budget for Administrative Salaries</b>	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	9	9	9

### Vista Verde K-8 School

Targeted staff development activities are essential for maintaining and improving a quality educational program. This year, in addition to the 3 full days of district professional development, Vista Verde dedicated six after school (2 hours per session) professional development sessions on training to implement the Calm Classroom Curriculum, School Safety Plan, School Safety Systems, implementing RTI (Response to Instruction and Intervention), implementing effective Professional Learning Communities focused on common assessments and essential standards across each grade level, aligning our instruction and assessments to the Common Core Standards, and reviewing data and updating our Positive Behavior Intervention System (STAR). We also annually train the entire K-8 staff on the use of Thinking Maps: A Language for Learning.

Additionally, instructional staff attended district provided training and development in the core instructional areas.

Staff and administration meet monthly to review data from both academic assessments and behavioral databases to reflect and revise instruction and positive behavior systems. Additional staff leadership subcommittees focus on increasing opportunities for high achieving students, maximizing support available for at risk students through academic and behavior interventions (MTSS), and improving our Positive Behavior Intervention System (STAR) program.

The results of our continuous improvement efforts are regularly reported to our community through the School Site Council, PTA Board and General meetings, Vista Verde PTA Newsletter that is sent electronically each month to parents, and our school website.