

# Woodbury 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>	Woodbury Elementary School
<b>Street</b>	125 Great Lawn
<b>City, State, Zip</b>	Irvine, CA 92620-3832
<b>Phone Number</b>	949-936-5750
<b>Principal</b>	Alan Battenfield
<b>Email Address</b>	alanbattenfield@iusd.org
<b>Website</b>	<a href="https://woodbury.iusd.org/">https://woodbury.iusd.org/</a>
<b>County-District-School (CDS) Code</b>	30- 73650- 6085344

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

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

Woodbury Elementary School staff and students moved to or new home on October 15, 2007. We have blended the two communities, El Camino Real and Woodbury, as well as our traditions and new ideas. We are proud of our warm school culture focused on values and our strong academic program.

Woodbury Elementary School is celebrating over 40 years of educating children in Irvine. The emphasis on academic achievement, as well as providing a caring environment, where values are practiced and taught on a daily basis, has made Woodbury Elementary School a desired school for many families. The staff places its highest priority on the development of students who become responsible and productive individuals through teaching and modeling the values of Perseverance, Respect, Integrity, Initiative, Cooperation, Compassion, Courage, and Positive Mental Attitude. Translating this set of Values into action through the instructional program is the challenge so expertly met by our professional staff on a daily basis.

Woodbury is one of four year-round elementary schools within the Irvine Unified School District. Our enrollment this year is approximately 1170 students in transitional kindergarten through sixth grade. Thirty-seven full-time classroom teachers are responsible for the delivery of the instructional program. Upper grade science (grades 4-6) is taught by a science specialist. A specialized academic instruction teacher, a speech and language specialist, our school psychologist, and an instructional aide support students demonstrating unique needs in their learning. An upper-grade art specialist, funded by the Irvine Public Schools Foundation, teaches art lessons six times throughout the year. Music specialists provide vocal and instrumental music instruction to students in grades 4-6, and vocal instruction in grades kindergarten-3. Additional staffing at Woodbury includes office, health and custodial personnel, and instructional aides working with students in the areas of technology, library skills, and developing English language fluency.

### MISSION

Our mission at Woodbury Elementary School is to create a nurturing environment through which we meet the academic needs of our students, and empower them with the values necessary to become contributing members of society. By combining a rigorous academic program guided by the Common Core Standards, dedicated staff members, and a nurturing educational environment, we aim to help all students recognize their potential and the joy of learning.

We teach these values through a school-wide behavior program called LEAD:

- Live our values
- Exhibit respect
- Act safely
- Do your best!

Students succeed at Woodbury. This is due, in large part, to the tremendous amount of parent support and involvement in our instructional program. Our PTA has an incredibly active membership focused on doing what is best for kids. It is our philosophy that learning is a developmental process and that children need to learn to make appropriate choices about their learning and to be responsible for the choices they make. Students are continually exposed to instructional strategies that cause them to reflect, think, problem-solve, and collaborate with each other in a safe learning environment. Cooperation and a positive sense of self are the result.

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

Grade Level	Number of Students
Kindergarten	170
Grade 1	157
Grade 2	159
Grade 3	178
Grade 4	140
Grade 5	161
Grade 6	166
<b>Total Enrollment</b>	<b>1,131</b>

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

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	51.5
Filipino	4.1
Hispanic or Latino	11.4
Native Hawaiian or Pacific Islander	0.1
White	21
Two or More Races	9.2
Socioeconomically Disadvantaged	13.3
English Learners	25.9
Students with Disabilities	7
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	41.68	40.70	44.00	1797.00
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.00	1.10	0.91	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)

Woodbury has state of the art computer and STEAM Innovation labs, LCD projectors in each classroom, document cameras in all classrooms, a fully equipped multipurpose room, and a spacious library and STEAM Lab at the center of our school. Working and learning in an attractive, well-maintained facility is a top priority at Woodbury. Woodbury has a 5 to 1 ratio of networked computers to students. Our large state of the art Multi-Purpose Room lends itself nicely to many assemblies and performances. The center of our school houses four STEAM Innovation Labs, the main computer lab, and library. Each student (grades 2-6) visits a STEAM lab once a week. Only half the class attends at each time, allowing for reduced class size in the classroom for 50 minutes.

The library is available throughout the day for students to conduct research and project development. Upper grade science is taught in the classroom, as well as in a lab setting by the school science specialist. The campus is maintained weekly by IUSD Grounds staff. All restrooms are open for student use throughout the day and are maintained daily by our on-site custodians. The staff at Woodbury takes great pride in keeping a safe and clean learning environment for students, staff and parents.

### 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:** TRUE

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		TRUE
<b>Interior:</b> Interior Surfaces	Poor	FALSE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	FALSE
<b>Electrical:</b> Electrical	Fair	FALSE
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	FALSE
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	FALSE
<b>Structural:</b> Structural Damage, Roofs	Fair	FALSE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	FALSE
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	74	75	77	78	50	50
Mathematics (grades 3-8 and 11)	71	72	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	638	620	97.18	2.82	75.00
Male	353	340	96.32	3.68	71.18
Female	285	280	98.25	1.75	79.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	335	319	95.22	4.78	84.64
Filipino	20	20	100.00	0.00	85.00
Hispanic or Latino	70	68	97.14	2.86	55.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	138	138	100.00	0.00	61.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	62	62	100.00	0.00	80.65
Socioeconomically Disadvantaged	104	101	97.12	2.88	56.44
English Learners	196	182	92.86	7.14	65.38
Students with Disabilities	62	61	98.39	1.61	49.18
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	638	628	98.43	1.57	72.13
Male	353	348	98.58	1.42	73.56
Female	285	280	98.25	1.75	70.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	335	327	97.61	2.39	84.10
Filipino	20	20	100.00	0.00	85.00
Hispanic or Latino	70	68	97.14	2.86	54.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	138	138	100.00	0.00	55.07
Two or More Races	62	62	100.00	0.00	70.97
Socioeconomically Disadvantaged	104	101	97.12	2.88	47.52
English Learners	196	190	96.94	3.06	66.32
Students with Disabilities	62	61	98.39	1.61	50.82
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	20.9	25.9	31.6

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 variety of opportunities exist for parents to become involved in school life, and to support their child's learning. We encourage and welcome parent volunteers in every classroom. Parent volunteers support a variety of school programs such as our STEAM Innovation Labs, library, ACE program, and school fundraisers. Parents interested in working in the classroom to support the teacher, and the learning process, should contact their child's teacher. Woodbury's PTA enjoys active membership. Our PTA sponsors an incredible amount of programs and services to students that is headed up this year by Jane Wood, PTA President. School Site Council (SSC) is another avenue for parent involvement. The contact person for SSC is Jamie Snyder, School Site Council Coordinator and Assistant Principal, or Alan Battenfield, Principal.

### 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	0.7	0.3	0.1	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)

School Safety: Woodbury Safe Schools Plan was developed under the legislative guidelines that created the plan; it is updated annually by our school's Safe School Plan Committee, and reviewed by Woodbury's staff and School Site Council Members at the beginning of each school year. Disaster Preparedness Plans are reviewed extensively which includes the practice of specific staff assignments through regular drills. This Multi-Hazard Plan includes our response to a variety of disasters as well as how students and staff safety and care will be provided. Most certificated and classified staff members are CPR certified.

## 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	32		3	3	32		4	2	28		6	
1	30		6		31		5		31		5	
2	29		5		32		6		32		5	
3	31		6		30		5		30		6	
4	33		1	4	34		1	4	28		5	
5	33		2	2	32		2	3	32		3	2
6	32		2	3	32		5		33			5
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* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
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	\$4,880	\$167	\$4,714	\$87,565
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	-17.7	0.7
<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	-44.0	2.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 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			

The Woodbury Elementary School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support school, district, and state goals. The School Site Council also collaborates on the use of school site funds to support curriculum and staff development activities related to our school plan.

Woodbury Elementary School and the Irvine Unified School District are committed to continuous professional improvement. We continue to develop strategies and practices that differentiate instruction to better meet student needs through the Professional Learning Communities model. In addition to the four full days of staff development and six two hour staff development sessions, teacher training is provided monthly at staff meetings, through district sponsored training, and the attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District. Over the last three years, training has focused on Common Core instruction in language arts and math, Cognitive Guided Instruction, classroom technology strategies, professional learning communities, and student mental health and behavior.