

Meadow Park 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
School Name	Meadow Park Elementary School
Street	50 Blue Lake South
City, State, Zip	Irvine, CA 92614
Phone Number	(949) 936-5900
Principal	Thomas Potwora
Email Address	thomaspotwora@iusd.org
Website	http://www.iusd.org/mp/
County-District-School (CDS) Code	30-73650-6106850

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)

Meadow Park Elementary School is excited to be back on our original campus as we have just completed our Measure E remodel. Having been away for one year this allowed us to have a renewed focus on how to make Meadow Park the best it can be in our never ending pursuit to have all of our students succeed. As a kindergarten through sixth grade neighborhood school, we pride ourselves on being an academic and social community of learners as we exchange ideas, articulate with, and integrate our programs with adjacent South Lake Middle School, and four onsite Self-Contained Specialized Academic Instruction (SAI) classrooms. Meadow Park is proud of the positive climate enjoyed by our students and staff. We have created an original, incentive based program that supports everyone having a positive and rewarding experience at school.

Meadow Park prides itself in following the R.O.P. E.S. Students and staff are Responsible, On time and ready, demonstrate a Positive attitude, Expect respect and always show Safety first. For the fourth year, Meadow Park embodies the true spirit of a PBIS (Positive Behavior Intervention and Supports) school where we identify, teach, and reinforce expected behavior. Students receive ROPES coupons and are acknowledged for demonstrating these expected behaviors. Students are recognized each week during our Friday morning Flag Deck and each adult on our campus has the opportunity to support and recognize students making positive decisions.

A powerful sense of professional community is also a hallmark of our school. We pride ourselves on being lifelong adult learners. We have developed a collaborative work culture and established norms along with ways to monitor and remain accountable for those norms. As a result, we strive to respect diversity, to be active listeners, to offer the best of ourselves to others, and to have fun. In this continued effort we have embraced Professional Learning Communities (PLC). This collaborative work culture provides the foundation for our universally embraced belief in participatory management. We strive to empower staff, parents, and students to become a vital part of the decision making processes, resulting in a pervasive feeling of school-wide ownership and cooperation. The decisions of the teachers are data driven and based on both summative and formative assessments. It is through our assessments that we provide instruction to meet the needs of all learners.

It is our mission to prepare all students to succeed in a changing world by becoming effective communicators, innovative problem solvers, capable individuals, and responsible members of society. Our commitment to grow professionally is reflected in our students' success and drives our exemplary program. Our Vision Statement states, "Together the Meadow Park School Community will create safe learning environments that develop intellectual risk taking to ensure that all students will achieve high levels of success academically, behaviorally, and socially through collaboration, collective commitments, critical thinking, and communication."

As we continue into the new year and what we have called "Meadow Park 3.0" many long range plans, programs and policies have already been established; however each of these remain in a state of constant modification, revision, and enhancement. In addition, new programs and procedures are constantly being reviewed, piloted, and incorporated into our program. By utilizing the most current research and resources, we are committed to providing the best possible education for every learner. As we look to the future, we also feel compelled to address the challenge of uplifting the public's image of public education. By continuing to encourage the community to be involved with our school and communicating frequently and accurately, our successes and accomplishments will continue to be common knowledge.

We believe in the bond that exists within our school family of students, staff, and parents, which allows all of us the opportunity to grow and develop together. Our ultimate goal is to unlock within each child the ability to apply his or her thoughts and ideas in a responsible way that builds a better future for us all.

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

Grade Level	Number of Students
Kindergarten	79
Grade 1	70
Grade 2	90
Grade 3	88
Grade 4	76
Grade 5	88
Grade 6	90
Total Enrollment	581

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
Asian	29.8
Filipino	2.9
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.3
White	39.1
Two or More Races	11.2
Socioeconomically Disadvantaged	17.6
English Learners	18.8
Students with Disabilities	16.2
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	30.10	29.10	32	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0.90	0.73	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)

Meadow Park moved to the El Camino campus during the 2018/19 school year. For one entire year Meadow Park was modernized and a new "Activity Center" was built for the 2019/20 school year. The project was extensive and new space was not only added in regards to the Activity Center but the interior of the building created new offices for the administration, speech pathologists, three conferences room for the entire staff, occupational therapy office, adaptive PE room, innovation space, common working corridors, and new kitchen. Every room was upgraded "top to bottom" from new carpet/paint, air conditioning units, and technology which includes microphones for each teachers for students to be able to hear the teacher (and other students) more comfortably. A new lighting and sound system was also added into the multipurpose room.

Safety concerns are always paramount and in addition to everything being up to fire safety standards, we also received additional safety measures in regards cameras, lock down control system, and keyless entry.

*Please note that there is no overall FIT rating for 2018-2019 because the school is undergoing renovation with Measure E and is currently operating at an interim site.

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: 11.19.2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	P 10: 2. DIRTY VENTS BLOWING DUST P 11: 2. DIRTY VENTS BLOWING DUST P 8: 2. DIRTY VENTS BLOWING DUST P 9: 2. DIRTY VENTS BLOWING DUST
Interior: Interior Surfaces	Good	16: 4. WATER STAIN CEILING TILE IN HALLWAY 7. WATER STAINS IN LIGHT DIFFUSER 24: 4. WATER STAIN CEILING TILE R 9/ R 8: 4. WATER STAIN CEILING TILE IN ROOM 8 WRK RM: 4. COVER IS MISSING ON WALL
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	16: 4. WATER STAIN CEILING TILE IN HALLWAY 7. WATER STAINS IN LIGHT DIFFUSER R-4: 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	K 11: 11. PAINT IS CHIPPING ON DOOR
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	81	80	77	78	50	50
Mathematics (grades 3-8 and 11)	75	73	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	325	322	99.08	0.92	79.81
Male	166	165	99.40	0.60	78.18
Female	159	157	98.74	1.26	81.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	92	91	98.91	1.09	86.81
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	73.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	129	128	99.22	0.78	78.91
Two or More Races	41	40	97.56	2.44	77.50
Socioeconomically Disadvantaged	60	59	98.33	1.67	67.80
English Learners	72	71	98.61	1.39	71.83
Students with Disabilities	43	43	100.00	0.00	60.47
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	325	323	99.38	0.62	72.67
Male	166	165	99.40	0.60	74.39
Female	159	158	99.37	0.63	70.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	92	92	100.00	0.00	87.91
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	63.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	129	128	99.22	0.78	72.66
Two or More Races	41	40	97.56	2.44	65.00
Socioeconomically Disadvantaged	60	59	98.33	1.67	57.63
English Learners	72	72	100.00	0.00	76.39
Students with Disabilities	43	43	100.00	0.00	48.84
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	17.2	21.8	47.1

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)

Meadow Park is a true community school. The partnership between home and school is paramount and each day parents are actively involved on our school campus. Parents at the school participate in such activities as serving as room parents, as classroom volunteers, assisting the teacher with supervision during curricular field trips, and helping with special activities and events such as the Pancake Breakfast, Colonial Days, International Taste Festival, PTA and the Meadow Park Foundation. The PTA is very active at Meadow Park School, supporting school programs and many extra activities for the children such as lunchtime activities, library books and materials, classroom supplies and activities, field trips, assemblies, and much more. The School Site Council assist with decisions to help improve school programs and student achievement. The Meadow Park Foundation also has become an important part of our success as they focus on the technology needs of our school and they most recently purchased both ipads and Chromebooks for our teachers and students. Most recently for the 2019/20 we are excited to have our ELAC give us their insight on all things school related. We welcome and encourage our parent community to become involved at Meadow Park School. Most recently multiple parents are now a part of the Meadow Park staff serving the roles of both lunchtime supervisors and as instructional aides. The staff of Meadow Park is very grateful for the active involvement of our parent community.

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	0.2	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)

We have an emphasis each year to ensure a safe environment for our children. Meadow Park has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and by the key leaders of the Emergency Preparedness Committee. We have focused this year on lockdown procedures with partnership from the Irvine Police Department as well as planning a full disaster drill with student reunification. In addition, monthly fire drills and a full simulation earthquake drill are scheduled and implemented throughout the school year to assess our level of preparedness. We have emergency supplies to prepare for a potential disaster. Staff is also trained and assigned to teams that would assist in a true emergency. These emergency supplies are kept in our Emergency Storage Shed and throughout the school for immediate access if needed. Our school is continually evaluating our procedures so we may be fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We schedule regular drills to teach children appropriate safety actions in the event of an emergency. Because of our medically fragile students special care is taken to ensure their safety with the assistance of instructional aides, LVN's, and our school nurse. Supervision is provided on the playground before and after school. Having recently gone through the Measure E process and the modernization, Meadow Park has been is up to date on all things related to school safety.

The School Safety Plan was presented and passed by the School Site Council. As we all agree, whether it is preparing for a scenario or something as simple as having a group of staff members knowing how to shut off utilities, the priority is always keeping our students safe.

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	21	1	3		24	1	2		21	2	3	
1	24		3		29		3		28		2	
2	27		3		27		3		28		3	
3	29		4		27		3		28		3	
4	32		3		31		3		33		1	1
5	33			3	25	1	3		31		3	
6	24	2		3	26	1	2	1	23	1	3	
Other**	7	2			8	1			8	1		

*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	1.1
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0

*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	\$5,578	\$392	\$5,186	\$78,334
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	-8.2	-0.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-32.5	1.5

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. IUUSD 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
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
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	10	10	10

Meadow Park School and the Irvine Unified School District are committed to continuous professional improvement. The District and site has staff development days, as well as afternoon and evening workshops for teachers. Targeted staff development activities are essential for maintaining and improving quality education. We continue to implement Response to Instruction which incorporates a variety of methods to differentiate instruction to meet the needs of each student. Integration of technology into the curriculum, implementing the Common Core, and collaboration amongst teachers, and Professional Learning Communities continue to be areas of focus for professional development. In the 2017/18 school year, the District adopted a new Language Arts series and as a school site we have incorporated What Is Needed (WIN) time to assist with intervention for our struggling students. This time also allows us to target instruction for all other students. Additional staff development this year has included a continued emphasis on PBIS, Thinking Maps, Common Core, and data analysis. Full Common Core implementation began in 2013 for Kindergarten and First grade. In addition to PLC meetings and regular staff meetings, a PAC (Principal Advisory Council) comprised of grade level leaders and a representative from special education meet a minimum of one time per month with the principal to assist in the professional development plan. IUSD worked with all grade levels in adopting the Next Generation Science Standards in grades K-6.