

Cypress Village Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Cypress Village Elementary |
| Street | 355 Rush Lily |
| City, State, Zip | Irvine, CA 92620 |
| Phone Number | (949) 936-8900 |
| Principal | Carla Beal |
| E-mail Address | carlabeal@iusd.org |
| Web Site | http://www.iusd.org/cy/ |
| CDS Code | 30-73650-0129155 |

| District Contact Information | |
|-------------------------------------|--------------------------------|
| District Name | Irvine Unified School District |
| Phone Number | 949-936-5000 |
| Superintendent | Terry Walker |
| E-mail Address | TerryWalker@iusd.org |
| Web Site | www.iusd.org |

School Description and Mission Statement (School Year 2017-18)

Cypress Village Elementary School continues to be one of the newest elementary schools in the Irvine Unified School District. We opened our doors for transitional kindergarten through grade 6 students on September 2, 2014. In three short years, Cypress Village staff, in collaboration with our parents, students, and community partners, has created a broadly effective educational program that focuses on individual student needs. In doing so Cypress Village Elementary has created a sense of unity and pride among all stakeholders at our school, and has been recognized as a California Gold Ribbon School. Cypress Village is a neighborhood school that serves the immediate community, which is continuing to grow and expand. Our parents value student achievement and they generously support the goals of the school program. It's through our collaboration with our families and community partners that a positive school culture exists with targeted emphasis on a School-Wide Positive Behavioral Interventions & Supports system. We work collectively to establish clearly defined behavior expectations and positive reinforcement for all students. Our school-wide system enables Cypress Village staff to consistently promote, teach, and maintain appropriate student behavior. At Cypress Village we STORM!

Our facility houses 35 classrooms, including three self-contained autism specific special education classrooms, as well as, a learning center program for students with mild to moderate disabilities. The classrooms are designed to promote collaboration and to facilitate technology-supported teaching. Our site also includes dedicated spaces for music, science, innovation, therapy support and living skills development. Our school has a state-of-the-art tech infrastructure to support our mobile technology focus which includes iPads in grades TK-2, and 1:1 chrome books in grades 2-6. Our library serves as a hub for the school, providing an inspiring venue for students to engage with literacy.

Cypress Village has a dedicated group of teachers and staff that work together to ensure that our children have the best possible education. Our devoted staff has carefully addressed various learner needs, including students in our autism specific program, special education programs, English Language learners, and GATE identified students. Our success is a result of the hard work of your hugely committed stakeholders and the effectiveness of our dedication to link standards, academic support, and assessment components to student outcomes, using a standards-based system of education coupled with a system-wide multi-tiered model of curriculum. Our goal is to prepare children academically and socially for the many challenges that they will face in their lives, and our vision and beliefs are at the core of every decision. Therefore, we plan a curriculum that prepares them with the knowledge and skills necessary to develop attitudes and values that will serve them for a lifetime.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 181 |
| Grade 1 | 165 |
| Grade 2 | 157 |
| Grade 3 | 144 |
| Grade 4 | 122 |
| Grade 5 | 136 |
| Grade 6 | 99 |
| Total Enrollment | 1,004 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.6 |
| American Indian or Alaska Native | 0.3 |
| Asian | 57.2 |
| Filipino | 6.2 |
| Hispanic or Latino | 8.4 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 18.3 |
| Two or More Races | 7.4 |
| Socioeconomically Disadvantaged | 12.1 |
| English Learners | 29.9 |
| Students with Disabilities | 8.2 |
| Foster Youth | 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 | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 37.60 | 38.8 | 38.60 | 1495.50 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 1.15 | 67.90 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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 2017-18)

Year and month in which data were collected: August 2017

All textbooks being used by students are from the most recent adoption. Second grade is piloting two separate ELA textbook programs, both California State approved curriculum to meet the Common Core State Standards.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| Reading/Language Arts | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2017. 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 August, 2017. 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 August, 2017. 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 August, 2017. 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 August, 2017. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| 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)

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

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|----------------------|-------------|-------------|--|
| Year and month of the most recent FIT report: December 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: December 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 2016 | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 75 | 74 | 78 | 77 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 73 | 74 | 75 | 74 | 36 | 37 |

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 511 | 482 | 94.32 | 74.48 |
| Male | 283 | 268 | 94.7 | 67.16 |
| Female | 228 | 214 | 93.86 | 83.64 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 301 | 280 | 93.02 | 78.57 |
| Filipino | 15 | 14 | 93.33 | 92.86 |
| Hispanic or Latino | 45 | 42 | 93.33 | 52.38 |
| White | 88 | 85 | 96.59 | 70.59 |
| Two or More Races | 48 | 48 | 100 | 77.08 |
| Socioeconomically Disadvantaged | 76 | 69 | 90.79 | 65.22 |
| English Learners | 187 | 167 | 89.3 | 67.07 |
| Students with Disabilities | 41 | 33 | 80.49 | 21.21 |

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 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 511 | 501 | 98.04 | 73.65 |
| Male | 283 | 274 | 96.82 | 74.45 |
| Female | 228 | 227 | 99.56 | 72.69 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 301 | 297 | 98.67 | 81.48 |
| Filipino | 15 | 14 | 93.33 | 85.71 |
| Hispanic or Latino | 45 | 42 | 93.33 | 42.86 |
| White | 88 | 86 | 97.73 | 65.12 |
| Two or More Races | 48 | 48 | 100 | 70.83 |
| Socioeconomically Disadvantaged | 76 | 73 | 96.05 | 58.9 |
| English Learners | 187 | 184 | 98.4 | 69.57 |
| Students with Disabilities | 41 | 33 | 80.49 | 24.24 |

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

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 86 | 90 | 88 | 87 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 20.3 | 30.8 | 26.3 |

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Cypress Village welcomes and values our parent volunteers. Without our volunteers, many programs and activities would not be possible. There are a variety of avenues for parents to volunteer their time and talents to our school. These include:

- Classroom/Library Assistance: Classroom teachers and our library staff will recruit parent help at the beginning of the school year. There are opportunities for parents to work directly with students, to complete clerical tasks, and to complete tasks at home.
- School Site Council: This group is composed of staff and parent members whose responsibility it is to plan, monitor, and evaluate our School Improvement Plan. Parent members are selected by a vote of all parents in the fall. Meetings and the agenda are listed in the front office, and all parents are welcome to attend.
- Parent-Teacher Association (PTA): This volunteer group is composed of all parents who wish to join. Its elected and appointed representative’s goal is to support the programs here at Cypress Village and the overall educational system. A variety of

programs and activities are scheduled throughout the year and coordinated by the PTA Board, which is elected in the spring of each year. All parents are encouraged to attend General Association meetings. Exact dates and times of all meetings, along with additional information is available online on our website.

- ELAC: The English Language Advisory Committee is composed of parents of English Language Learners who meet to review our instructional support of all their children. They meet as part of our School Site Council.
- Schoolwide volunteers: There are many opportunities for parents to support the whole school by supporting the front office, cafeteria, and various school programs.
- GATE Advisory Parent Representative- a parent from our GATE population collaborates with our site GATE coordinator to find ways to support our GATE program and GATE identified students.

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 | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 0.0 | 0.1 | 0.1 | 1.4 | 1.2 | 1.6 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

Goal 1: To provide a safe environment for students on campus and traveling to and from school. Objective: We will address the safety of students walking and/or biking to and from school we will continue to work with IPD to address how to keep our campus safe and address the traffic issues around our school. We will educate students on best safety practices both on campus and when traveling to and from school.

Goal 2: Cypress Village is a place where students follow school expectations. Objective: The site will continue to implement a school wide behavior program to model and teach appropriate behaviors to students. Staff will educate students on appropriate behaviors using site developed lessons and STORM matrix. The staff will utilize SWIS and AERIES to maintain records or Office Discipline Referrals (ODRs) to determine future instruction and intervention. Staff will be trained in PBIS strategies and work with MTSS team to establish a tiered system of behavior strategies/supports/interventions.

Goal 3: Our students and staff will continue to be safe in the event of a crisis. Objective: Students and staff will know what do in a crisis. Monthly fire drills and biyearly earthquake and intruder drills will be scheduled. Staff will create a site emergency plan. In conjunction with the PTA, the administration and the emergency team will develop an inventory of needed materials and supplies. Objective 2: Staff will develop and practice plans for accurate and efficient accounting and reunification of students with parents in an emergency. Emergency Team will provide a structure/system to account for all student and staff. Emergency backpacks have been purchased and contain simple first aid kits and student emergency cards.

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.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2012-2013 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 7 |
| Percent of Schools Currently in Program Improvement | N/A | 53.8 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 22 | 2 | 5 | | 23 | 2 | 7 | | 30 | | 6 | |
| 1 | 29 | | 4 | | 30 | | 5 | | 28 | 1 | 5 | |
| 2 | 29 | | 2 | | 26 | 1 | 5 | | 30 | | 5 | |
| 3 | 29 | | 4 | | 28 | | 4 | | 25 | 1 | 5 | |
| 4 | 22 | 1 | 2 | | 32 | | 1 | 2 | 30 | | 4 | |
| 5 | 28 | | 3 | | 28 | 1 | | 3 | 33 | | | 4 |
| 6 | 30 | | 2 | | 34 | | 1 | 2 | 26 | 1 | 2 | 1 |
| Other | 5 | 1 | | | | | | | | | | |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Counselor (Social/Behavioral or Career Development) | 0.6 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.25 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.4 | N/A |
| Speech/Language/Hearing Specialist | 1.4 | N/A |
| Resource Specialist | 5.0 | N/A |
| Other | 1.2 | N/A |

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

*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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$4,215 | \$96 | \$4,119 | \$74,746 |
| District | N/A | N/A | \$5,279 | \$79,635 |
| Percent Difference: School Site and District | N/A | N/A | -22.0 | -6.1 |
| State | N/A | N/A | \$6,574 | \$79,228 |
| Percent Difference: School Site and State | N/A | N/A | -37.3 | -5.7 |

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

Types of Services Funded (Fiscal Year 2016-17)

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 supplemental funding to support the following programs:

District level: 1) additional course sections for EL students at the secondary level, 2) release periods for EL Coordinators to facilitate program placement and progress monitoring of students, 3) instructional paraprofessionals in the classroom, and 4) professional learning, coaching opportunities, and collaboration time for integrated program development districtwide.

Site level: 1) instructional paraprofessionals in the classroom and staff for intervention and wellness programs, 2) teacher release for professional learning, instructional rounds, and PLC work, 3) supplemental instructional and intervention materials, and 4) the development of flexible learning environments that meet the unique needs of a very diverse student population.

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 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,869 | \$47,808 |
| Mid-Range Teacher Salary | \$81,921 | \$73,555 |
| Highest Teacher Salary | \$105,894 | \$95,850 |
| Average Principal Salary (Elementary) | \$123,093 | \$120,448 |
| Average Principal Salary (Middle) | \$128,842 | \$125,592 |
| Average Principal Salary (High) | \$145,097 | \$138,175 |
| Superintendent Salary | \$286,537 | \$264,457 |
| Percent of Budget for Teacher Salaries | 36% | 35% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

Staff will engage in professional development that is aligned to our School Site Plan.

Staff Development Days:

Aug. 18 Site Professional Development (6 hrs) Staff engaged in PBIS training, MTSS, culture building and curriculum planning

Aug. 21 District PD (6 hrs) New ELA Adoption

Oct. 9 Site PD (6 hrs) Write From the Beginning and Beyond training-site based writing training

Professional Learning Communities (PLC) trainings monthly .5 -1 hour each month for a total of 9 meetings, and 6 total hours PLC PD hours.

Feb 17 District PD (6 hrs)

Our professional development is determined by our school data, goals to support student learning in English language arts, math, science, and social sciences, and district initiatives.