# Westpark Elementary School
# 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** | Westpark Elementary School |
| **Street** | 25 San Carlo |
| **City, State, Zip** | Irvine, CA 92614 |
| **Phone Number** | (949) 936-6400 |
| **Principal** | Deanna Rutter |
| **E-mail Address** | deannarutter@iusd.org |
| **Web Site** | http://www.iusd.org/wp/ |
| **CDS Code** | 30-73650-6108799 |

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

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

Our mission is to enable students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Westpark School opened its doors in July, 1991. Our first enrollment included 341 students in grades K-5. Currently, we maintain an enrollment of 862 students in grades TK-6. Westpark is one of four schools in Irvine that operate with a year-round calendar. In addition to serving neighborhood children, we offer the year-round calendar as an alternative to other families in Irvine who choose this schedule.

Westpark was recognized as a California Distinguished School during the 2013-2014 school year.

In every academic setting we provide a learning environment that emphasizes individual initiative and creativity as well as group cooperation and communication skills. Our offerings include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in classrooms, Specialized Academic Instruction support, Speech and Language support, New Comers Cluster Class in grade K and 1 with SDAIE and EL instructional support for our English Learners, Early Intervention Reading Model for emerging readers, and Response to Instruction (RTI) for all students in reading, and regular education classes. Intervention programs are designed and implemented to offer academic skills and support through supplemental funding. The programs are designed with input from the teachers based on their assessments and teacher recommendation. Progress monitoring of student progress allows for flexible support. In addition to general education classrooms, we serve Special Education students collaborative classroom settings and also three upper-grade classrooms for academically talented students (APAAS). Our student population includes students from homes where more than 30 languages other than English are spoken. Our staff carefully monitors each child and celebrates each child's successes and uniqueness at our regular grade level assemblies. We are a PBIS, Positive Behavior Intervention and Supports school and provide all students the social and emotional supports along with the academic supports while emphasizing our school values of Accountability, Integrity, and Respect.

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 138 |
| **Grade 1** | 119 |
| **Grade 2** | 116 |
| **Grade 3** | 106 |
| **Grade 4** | 122 |
| **Grade 5** | 130 |
| **Grade 6** | 113 |
| **Total Enrollment** | 844 |

**Student Enrollment by Group (School Year 2016-17)**

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 1.4 |
| **American Indian or Alaska Native** | 0.1 |
| **Asian** | 48.5 |
| **Filipino** | 4.5 |
| **Hispanic or Latino** | 9 |
| **Native Hawaiian or Pacific Islander** | 0.1 |
| **White** | 25 |
| **Two or More Races** | 11.3 |
| **Socioeconomically Disadvantaged** | 12.6 |
| **English Learners** | 19.3 |
| **Students with Disabilities** | 11.5 |
| **Foster Youth** | 0 |

# 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** | 32.20 | 35.80 | 33.40 | 1495.50 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 1.00 | 1.00 | 0 | 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

| 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)**

Westpark is in its 25th year of being a wonderful home for education to Irvine students. Working and learning in an attractive, well-maintained facility is a top priority at Westpark. Westpark has a technology lab, with mobile devices and flexible furniture. There LCD projectors in each classroom, document cameras in all classrooms, and voice enhancement systems. A fully equipped multipurpose room, with a state-of-the art sound and lighting system, is at the center of our school. Westpark has a 2 to 1 mobile devices in the upper grades and a ratio of 4 to 1 in the primary grades. Our large state of the art Multi-Purpose Room lends itself nicely to many assemblies and performances. Our Media Center houses the school library and main technology lab, with additional devices. The library offers weekly formal instruction to students, and is available throughout the day for students to conduct research and project development. Upper grade science is taught 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 Westpark 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

| School Facility Good Repair Status (Most Recent Year)<br>**Year and month of the most recent FIT report:** 12/29/2017 | | | | |
|---|---|---|---|---|
| **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 | | | K1: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ABOVE DOOR<br>K2: 4. CEILING TILE HAS HOLE<br>NURSE: 4. WATER STAIN CEILING TILES IN HALLWAY<br>OFC: 4. CEILING TILE IS MISSING |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| **Electrical:** Electrical | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | K1: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ABOVE DOOR |
| **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: 12/29/2017** | | | | |
|---|---|---|---|---|
| **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) | 79 | 77 | 78 | 77 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 78 | 77 | 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 | 477 | 471 | 98.74 | 76.65 |
| Male | 264 | 261 | 98.86 | 71.65 |
| Female | 213 | 210 | 98.59 | 82.86 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 248 | 244 | 98.39 | 88.11 |
| Filipino | 14 | 14 | 100 | 57.14 |
| Hispanic or Latino | 44 | 43 | 97.73 | 48.84 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 105 | 105 | 100 | 64.76 |
| Two or More Races | 56 | 56 | 100 | 80.36 |
| Socioeconomically Disadvantaged | 71 | 69 | 97.18 | 60.87 |
| English Learners | 110 | 107 | 97.27 | 69.16 |
| Students with Disabilities | 63 | 63 | 100 | 39.68 |

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** | 477 | 474 | 99.37 | 77 |
| **Male** | 264 | 263 | 99.62 | 76.05 |
| **Female** | 213 | 211 | 99.06 | 78.2 |
| **Black or African American** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 248 | 246 | 99.19 | 89.43 |
| **Filipino** | 14 | 14 | 100 | 64.29 |
| **Hispanic or Latino** | 44 | 44 | 100 | 38.64 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **White** | 105 | 105 | 100 | 67.62 |
| **Two or More Races** | 56 | 56 | 100 | 78.57 |
| **Socioeconomically Disadvantaged** | 71 | 69 | 97.18 | 53.62 |
| **English Learners** | 110 | 109 | 99.09 | 71.56 |
| **Students with Disabilities** | 63 | 63 | 100 | 34.92 |

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)** | 91 | 87 | 88 | 87 | 56 | 54 |

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 | 12.3 | 25.4 | 54.6 |

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)**

Westpark School is embedded in a community that believes that education is a partnership between the home and the school. The PTA, the School Site Council, the volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies, after school enrichment classes, financial support for programs, and financial support for every classroom. The School Site Council participates in the monitoring of our educational plan and the expenditure of funds to enrich our curricular foci. The volunteers contribute hours to the classroom through tutorial, library, computer lab and clerical support. The business community is also involved by supplying our school with resources to purchase equipment and other supplies and assemblies to enrich the entire school. Our parents are actively involved at our school in a variety of ways. Parents are encouraged to contribute to the multicultural community at Westpark through community events and educational opportunities as well as we feel that this is a critical piece of our Positive Behavior Intervention and Supports model. The PTA also encourages and supports the arts through support of the music program and coordination of student performances twice a year.

### 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 | 0.2 | 0.3 | 0.2 | 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)**

The following are the safety goals and objectives as outlined in the safety plan for Westpark.

Goal # 1 – Based upon the number of changes to staff and the current positive trend with student discipline, all members of the Westpark School Community will be trained in and implement with fidelity PBIS in order to continue to decrease student discipline. The staff will revisit Tier 1. The PBIS site coach will attend additional training with district coach to focus on Tier 2 Interventions, and will meet with the PBIS team to review data and implement solutions.

Objective 1 – The site coach will receive training and support to lead the PBIS team.

Activities:

- 
- Train Tier 2 team in Guess, Check, and Coach
- Site coach to train team and present at staff meetings and through email communication
- Train staff on systems of behavior support

Objective 2 – All staff, including new staff members, will implement PBIS at a class and school level with fidelity.

Activities:

- A kick-off activity with buddy class that introduces AIR will be held at the beginning of the school year
- Student Engagement training for instructional assistants
- Classroom matrix of expected behavior completed with students
- A school wide booster that reviews student behavior after fall break
- Administrators will use AIR and positive intervention approaches when following up on office referrals.
- A survey will be given to staff at mid-year and end-of-year to monitor implementation
- Parents will receive information about PBIS through weekly Eagle Announcement emails
- Look at function of behavior
- Teachers to complete SRSS Behavior Screener

Goal #2 – All members of the Westpark School Community will be trained in protocol and practice for all types of emergencies. Based upon feedback after the bomb threat 2 years ago, all staff expressed a desire for additional training on procedures for each type of emergency.

Objective 1 – Staff and parents will be trained in crisis response procedures for each type of emergency.

Activities:

- New staff members will receive communication from the Safety Committee identifying their role and responsibilities in the event of an emergency
- Staff meeting with Irvine PD to train for emergency response
- Safety Committee to meet and review needs and present at staff meetings
- Email to parents via Eagle Announcements to ensure parents understand what occurs at school and procedures to release a student in case of an emergency

Objective 2 – Staff and parents will practice a drill for each type of emergency and provide feedback.

- Westpark will plan and participate in the Great Shake Out in October
- In addition to lockdown drills, Westpark will plan a drill for each type of emergency
- Parents will be communicated with via Eagle Announcements how to prepare for emergencies and be notified of the drills

This plan was updated in September of 2017 and reviewed with School Site Council in November of 2017.

## 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** | 30 | | 5 | | 32 | | 4 | 1 | 27 | | 5 | |
| **1** | 30 | | 3 | | 30 | | 4 | | 30 | | 4 | |
| **2** | 27 | | 4 | | 29 | | 3 | | 29 | | 4 | |
| **3** | 26 | | 4 | | 30 | | 4 | | 27 | | 4 | |
| **4** | 29 | | 4 | | 32 | | 2 | 2 | 31 | | 3 | 1 |
| **5** | 33 | | | 3 | 27 | | 3 | 1 | 33 | | 2 | 2 |
| **6** | 33 | | 1 | 2 | 32 | | 1 | 2 | 28 | | 3 | 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)** | 1.5 | N/A |
| **Psychologist** | 0.8 | N/A |
| **Social Worker** | 0 | N/A |
| **Nurse** | 0.2 | N/A |
| **Speech/Language/Hearing Specialist** | 1.6 | N/A |
| **Resource Specialist** | 3.8 | N/A |
| **Other** | 0 | 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** | $4,906 | $340 | $4,566 | $78,196 |
| **District** | N/A | N/A | $5,279 | $79,635 |
| **Percent Difference: School Site and District** | N/A | N/A | -14.5 | -1.8 |
| **State** | N/A | N/A | $6,574 | $79,228 |
| **Percent Difference: School Site and State** | N/A | N/A | -36.1 | -1.3 |

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)**

Westpark School and the Irvine Unified School District are committed to continuous professional improvement. The District and site have three staff development days. Teachers participate in an additional 12 hours of training throughout the year after school. Staff development opportunities are also offered in the afternoon and evening for teachers. Teachers have been participating in additional training to align instructional practices with the Common Core State Standards. We continue to develop reading, math, and writing instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs. Technology instruction, differentiating the core curriculum, and special education were also school-wide foci. The focus for the 2015-2016 school year also included differentiation and common formative assessment. For the 2016-2017, we continued our work on PLCs, the learning cycle, and the inclusion of innovative and engaging instructional practices in the climate of risk-taking. The 2017-2018 focus is to continue to focus on assessment and the learning cycle through PLC work, technology, and social and emotional supports for all students. At Westpark we will provide an appropriately challenging curriculum for all students that fosters higher order thinking. We will explicitly and intentionally teach the language skills (listening, speaking, reading, and writing) necessary for success in all curricular areas; English, Social Science, Math, and Science. In providing this curriculum we will align our teaching, learning, assessments, and materials to content standards and the CCSS. We will provide equal access to the core curriculum and standards-based instruction for students with special needs (including but not limited to English Learners, GATE, Special Education, and At-Risk students). We will use on-going results from multiple assessments to design and/or modify our instruction and use the data from all sources, including that from standards-based assessments to evaluate current program effectiveness and make adjustments as necessary. We will seek opportunities to develop staff expertise in analyzing assessment data from a variety of sources to improve student learning. Through the PBIS model and school AIR values (Accountability, Integrity, and Respect) we will support school culture and individual actions that promote positive behavior and district core ethical values.