

# Stonegate Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

| <b>School Contact Information</b> |   |
|-----------------------------------|---|
| <b>School Name</b>                | Stonegate Elementary School                                   |
| <b>Street</b>                     | 100 Honors  |
| <b>City, State, Zip</b>           | Irvine, CA 92620  |
| <b>Phone Number</b>               | (949) 936-6450  |
| <b>Principal</b>                  | Sam Joo   |
| <b>E-mail Address</b>             | SamJoo@iusd.org   |
| <b>Web Site</b>                   | <a href="http://www.iusd.org/sg/">http://www.iusd.org/sg/</a> |
| <b>CDS Code</b>                   | 30-73650-6096192  |

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

### **School Description and Mission Statement (School Year 2018-19)**

Stonegate Elementary School is a family-friendly school, where children and learning are our first priorities. We have a strong sense of purpose and provide a stable, secure environment where parents and families feel at home and know their children will receive the best possible education.

We are committed to educating the “whole child” through a strong academic focus, curriculum consistency among grade levels, high behavior standards, and consistent discipline. In addition, we help prepare students ethically, socially, and technologically for success in our global society. We are an eco-friendly Green school and utilize the latest technology to enhance learning throughout the school. Each classroom is equipped with a variety of interactive technologies to enhance instruction and the student learning experience. In our media center, computer lab areas and library students enjoy access to advance technology tools as well.

In 2013, Stonegate was awarded The National Blue Ribbon from the U.S. Department of Education and in 2013 and 2009, Stonegate received the California Distinguished School Award from the California State Department of Education. We are very proud of these accomplishments as it represents our dedication to the children and families in our community. Moving forward, we continue to focus on the needs and development of students and supporting our many new families and our growing community. We are all very proud to be called Stonegate Hawks.

### **Student Enrollment by Grade Level (School Year 2017-18)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 124                       |
| <b>Grade 1</b>          | 150                       |
| <b>Grade 2</b>          | 147                       |
| <b>Grade 3</b>          | 171                       |
| <b>Grade 4</b>          | 155                       |
| <b>Grade 5</b>          | 163                       |
| <b>Grade 6</b>          | 140                       |
| <b>Total Enrollment</b> | 1,050                     |

### Student Enrollment by Group (School Year 2017-18)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.7                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 66.9                        |
| Filipino                            | 2.0                         |
| Hispanic or Latino                  | 6.5                         |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 15.8                        |
| Socioeconomically Disadvantaged     | 11.2                        |
| English Learners                    | 30.0                        |
| Students with Disabilities          | 7.1                         |
| Foster Youth                        | 0.0                         |

## 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 |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 36.20   | 36.70   | 36.50   | 1507.07  |
| Without Full Credential  | 0       | 0       | 0       | 0        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 1.50    | 1.68    | 77.61    |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| 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 2018-19)**

Year and month in which data were collected: August 2018

| Subject                           | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| <b>Reading/Language Arts</b>      | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes                              | 0%  |
| <b>Mathematics</b>                | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes                              | 0%  |
| <b>Science</b>                    | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes                              | 0%  |
| <b>History-Social Science</b>     | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes                              | 0%  |
| <b>Health</b>                     | All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted. | Yes                              | 0%  |
| <b>Visual and Performing Arts</b> | All students are provided an individual textbook and/or instructional material.  | Yes                              | 0%  |

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

Stonegate is a brand new school facility where construction was completed in August 2009. This 2009-10 school year is our first. There are no immediate plans for physical additions to the school and there is no need at this time for any repairs beyond the scope general maintenance.

**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: 12/10/2018 |               |  |
|---|---------------|--|
| System Inspected  | Repair Status | Repair Needed and<br>Action Taken or Planned |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer   | Good          |  |
| <b>Interior:</b> Interior Surfaces  | Good          | R-9: 4. CEILING TILE IS MISSING              |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/<br>Vermin Infestation  | Good          |  |
| <b>Electrical:</b> Electrical   | Good          |  |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month of the most recent FIT report: 12/10/2018 |               |  |
|---|---------------|--|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains  | Good          |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials   | Good          |  |
| <b>Structural:</b> Structural Damage, Roofs   | Good          |  |
| <b>External:</b> Playground/School Grounds,<br>Windows/ Doors/Gates/Fences  | Good          | 17: 15. GAP AT BASE OF DOOR/ WEATHER STRIPPING IS LOOSE<br>18: 15. GAP AT BASE OF DOOR/ WEATHER STRIPPING IS LOOSE<br>P V 7: 14. TRIP HAZARD AT RAMP ENTRY |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 12/10/2018 |           |
|--|-----------|
| 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 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2016-17   | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 85.0  | 85.0    | 77.0     | 77.0    | 48.0    | 50.0    |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 82.0  | 84.0    | 74.0     | 74.0    | 37.0    | 38.0    |

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 2017-18)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 634              | 625           | 98.58          | 84.96                   |
| Male                                | 345              | 338           | 97.97          | 82.84                   |
| Female                              | 289              | 287           | 99.31          | 87.46                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 438              | 431           | 98.40          | 88.63                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 38               | 38            | 100.00         | 60.53                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 94               | 92            | 97.87          | 77.17                   |
| Two or More Races                   | 45               | 45            | 100.00         | 86.67                   |
| Socioeconomically Disadvantaged     | 85               | 84            | 98.82          | 72.62                   |
| English Learners                    | 227              | 221           | 97.36          | 80.54                   |
| Students with Disabilities          | 53               | 51            | 96.23          | 56.86                   |

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 2017-18)**

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students                        | 633              | 627           | 99.05          | 83.57                   |
| Male                                | 344              | 341           | 99.13          | 86.51                   |
| Female                              | 289              | 286           | 98.96          | 80.07                   |
| Black or African American           | --               | --            | --             | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                      |
| Asian                               | 437              | 433           | 99.08          | 90.07                   |
| Filipino                            | --               | --            | --             | --                      |
| Hispanic or Latino                  | 38               | 38            | 100            | 50                      |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                      |
| White                               | 94               | 92            | 97.87          | 70.65                   |
| Two or More Races                   | 45               | 45            | 100            | 77.78                   |
| Socioeconomically Disadvantaged     | 85               | 84            | 98.82          | 69.05                   |
| English Learners                    | 227              | 224           | 98.68          | 85.27                   |
| Students with Disabilities          | 53               | 51            | 96.23          | 52.94                   |

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                              | Percentage of Students Meeting or Exceeding the State Standard |         |          |         |         |         |
|--------------------------------------|--|---------|----------|---------|---------|---------|
|                                      | School   |         | District |         | State   |         |
|                                      | 2016-17  | 2017-18 | 2016-17  | 2017-18 | 2016-17 | 2017-18 |
| <b>Science (grades 5, 8, and 10)</b> | N/A  | N/A     | N/A      | N/A     | N/A     | N/A     |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 17.5  | 26.5                  | 48.2                 |

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 school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

Stonegate has a very active core group of parents and their involvement is paramount to the core values of our school. We strongly encourage all parents to join and participate in the Parent Teacher Association (PTA). Parents are also encouraged to become involved in any and all school related events. Parents who volunteer in classrooms, the library, and other areas of the school provide a valuable service that is greatly appreciated. Please contact your child’s teacher or the main office for opportunities to volunteer and/or other information regarding participating in our overall school 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  |         |         | District |         |         | State   |         |         |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                    | 2015-16 | 2016-17 | 2017-18 | 2015-16  | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| <b>Suspensions</b> | 0.5     | 0.3     | 0.2     | 1.2      | 1.6     | 1.2     | 3.7     | 3.7     | 3.5     |
| <b>Expulsions</b>  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2018-19)

A part of our emphasis on ensuring a safe environment for our children is training the staff in disaster preparedness, such as first aid and search and rescue techniques. Earthquake and fire drills are also conducted regularly to familiarize our students with effective emergency responses. Stonegate has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the SSC or school safety planning committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

## 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 | 2015-16         |                   |       | Avg. Class Size | 2016-17         |                   |      | Avg. Class Size | 2017-18         |                   |     |      |       |     |
|-------------|-----------------|-------------------|-------|-----------------|-----------------|-------------------|------|-----------------|-----------------|-------------------|-----|------|-------|-----|
|             | 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+ |
| <b>K</b>    | 31              |                   | 4     |                 | 30              |                   | 4    |                 | 31              |                   | 4   |      |       |     |
| <b>1</b>    | 30              |                   | 5     |                 | 29              |                   | 5    |                 | 30              |                   | 5   |      |       |     |
| <b>2</b>    | 28              |                   | 5     |                 | 29              |                   | 5    |                 | 29              |                   | 5   |      |       |     |
| <b>3</b>    | 28              |                   | 6     |                 | 29              |                   | 6    |                 | 29              |                   | 6   |      |       |     |
| <b>4</b>    | 33              |                   | 1     | 3               | 30              |                   | 5    |                 | 31              |                   | 5   |      |       |     |
| <b>5</b>    | 33              |                   | 2     | 3               | 33              |                   | 1    | 3               | 33              |                   | 3   | 2    |       |     |
| <b>6</b>    | 32              |                   | 4     | 1               | 33              |                   |      | 5               | 35              |                   |     | 4    |       |     |

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.



### Academic Counselors and Other Support Staff (School Year 2017-18)

| 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)     | 0.63                             | N/A   |
| Psychologist  | 0.8                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0.4                              | N/A   |
| Speech/Language/Hearing Specialist                  | 1.325                            | N/A   |
| Resource Specialist (non-teaching)                  | 1.5                              | 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 2016-17)

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$5,050                | \$177                    | \$4,873             | \$85,425               |
| District                                     | N/A                    | N/A                      | \$5,566             | \$82,232               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -13.3               | 3.8                    |
| State  | N/A                    | N/A                      | \$7,125             | \$80,764               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -37.5               | 5.6                    |

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 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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 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 2016-17)**

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,823        | \$47,903                                     |
| Mid-Range Teacher Salary                      | \$85,411        | \$74,481                                     |
| Highest Teacher Salary                        | \$110,405       | \$98,269                                     |
| Average Principal Salary (Elementary)         | \$121,210       | \$123,495                                    |
| Average Principal Salary (Middle)             | \$146,697       | \$129,482                                    |
| Average Principal Salary (High)               | \$165,402       | \$142,414                                    |
| Superintendent Salary                         | \$320,910       | \$271,429                                    |
| Percent of Budget for Teacher Salaries        | 34.0            | 35.0   |
| Percent of Budget for Administrative Salaries | 5.0             | 5.0  |

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)**

The Stonegate staff is highly dedicated to ongoing professional growth. Each year our teachers participate in eighteen hours of professional development. The division of those hours varies from year-to-year. For this school year, twelve hours of professional development will take place during two pupil free days. The remaining four hours will be spent in after school hour sessions. We focused on the implementation and strategies around Common Core integration and Positive Behavior Interventions and Support (PBIS). In addition, our continued focus on Professional Learning Communities and the integration of technology was at the forefront of our professional learning. The PLC process and planning days provided strong support for staff as we attended to the goals for the year.