

Vista Verde 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)

School Contact Information	
School Name	Vista Verde School
Street	6 Federation Way
City, State, Zip	Irvine, CA 92603
Phone Number	(949) 936-6350
Principal	Jerry Vlasic/Mackenzie Miklas Boyle
E-mail Address	jerryvlasic@iusd.org
Web Site	https://vistaverde.iusd.org/
CDS Code	30-73650-6094718

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 2018-19)

The success of the Vista Verde School K-8 program reflects the combined efforts by staff, students, and parents. We are proud to be recognized as a National Blue Ribbon School, California Distinguished School, California School of Excellence, and as a CALSTAT Leadership Site for our positive behavior support STAR Program (Safety School Community, Thoughtful Communication, Act With Integrity and Respect, and Responsible Risk Taking). Vista Verde sustains the same core values that we opened with over 40 years ago - including significant parent involvement, positive school climate, positive student behavior, strong student academic performance, and a strong sense of family and community. In 2006, we relocated from our previous home in University Park to the new community of Turtle Ridge where we now enjoy a state of the art educational facility.

English speaking students made up the majority of our student population; however, a number of students represent a variety of ethnic backgrounds and speak many different languages, which contribute to our school's richly diverse cultural background. Vista Verde instructional staff are highly trained and passionate about education. We offer differentiated curriculum and instruction by clustering GATE and Challenge students within classrooms beginning in elementary and continuing through 8th grade. To supplement our school program, Vista Verde enjoys strong partnerships with our adjacent Las Lomas Sports and Recreation Park, the Merage Jewish Community Center, the Child Development Center located here on campus and the Teen Center at Mariner's Church. Along with our strong IPSF ACE (After school Class Enrichment) program, these neighboring facilities provide a wide variety of after school opportunities for our students. Vista Verde continues to be a school of choice for all Irvine Unified School District students as well as the designated neighborhood school for our nearby Turtle Ridge families.

Vista Verde School Mission Statement

"Open for Learning All Year Long"

Our mission is to provide our school's diverse population with the academic and technological skills to effectively meet the challenges of the 21st Century.

We are committed to providing a rich variety of experiences which promote the acquisition of these skills and encourage the development of values and ideals.

Our desire is to foster effective decision-making by informed, productive, and capable students.

As a community, we believe...

- All members of our learning community have a right to a safe and positive learning environment engendered through mutual respect, acceptance, and compassion.
- Diversity strengthens our community and should be respected and honored.
- Excellence occurs when our learning community works together.
- Informed and responsible community members make effective decisions.
- Staff, students, and parents demonstrate a high level of personal integrity, loyalty, and responsibility toward each other and the community as a whole.
- All members of our learning community have the ability to learn and achieve success.
- Continuous self-renewal and a balanced life style are critical for all members of our learning community.
- Shared community values and goals shape individual attitudes, behaviors, and high ideals.
- Every learner is prepared for the challenges of a changing tomorrow through critical thinking, technology, a rich core curriculum, and exploratory program.
- Commitment to the whole child today guarantees a legacy for tomorrow.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	96
Grade 2	91
Grade 3	114
Grade 4	116
Grade 5	107
Grade 6	121
Grade 7	96
Grade 8	101
Total Enrollment	933

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.0
Asian	25.9
Filipino	0.6
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0.0
White	54.0
Socioeconomically Disadvantaged	7.2
English Learners	14.3
Students with Disabilities	6.9
Foster Youth	0.1

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	38.88	38.45	37.10	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	5.45	0	5.80	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/ 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, 2018. 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, 2018. 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, 2018. 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, 2018. 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, 2018. 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)

Vista Verde is a state of the art elementary and middle school facility that integrates technology throughout the campus, including flexible student work centers, media center and multiple computer labs. The philosophy and long-standing focus on collaboration between and among staff, students, and parents continues to create a sense of family and supports an environment conducive to learning. The building and grounds are well maintained and repairs are done in a timely fashion. In addition, the design of the building supports fine arts, music performances, and musical theatre. Vista Verde also has designed its physical education fields to support active play, fitness and team sports. Our Media Center was recently re-designed to provide small and large student work centers, mobile furniture and flexible seating, and access to wireless Chromebooks. This school year, an IUSD Career Technology Education State Grant, along with additional funds from Vista Verde Foundation, allowed us to fund the installation of a Fab Lab in the middle school wing with four 3D printers, a laser cutter, and a fabrication zone with butcher block work tables. The Foundation assisted this project by adding funds to update our science labs in the middle school with new tables and stools that are more flexible for hands-on science labs and projects. All members of Vista Verde community take pride in our beautiful facility and we think the appearance of a school reflects the level of care and attention given to the education of the children inside.

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: 12/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	13: 4. WATER STAIN CEILING TILE IN COMMON AREA 20: 4. WATER STAIN CEILING TILE IN COMMON AREA 27: 4. WATER STAIN CEILING TILE IN COMMON AREA BOYS RR: 4. WATER STAIN CEILING TILE IN COMMON AREA MPR: 4. CARPET IS TORN AT SEAM AT ENTRY TO MEDIA CENTER/ TRIP HAZARD OFC: 4. WATER STAIN CEILING TILE IN HALLWAY R 4: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/14/2018	
Overall Rating	Good

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	89.0	87.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	80.0	82.0	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	656	646	98.48	87.00
Male	340	335	98.53	85.67
Female	316	311	98.42	88.42
Black or African American	--	--	--	--
Asian	176	171	97.16	87.72
Filipino	--	--	--	--
Hispanic or Latino	47	45	95.74	84.44
White	348	345	99.14	86.09
Two or More Races	80	80	100.00	91.25
Socioeconomically Disadvantaged	58	57	98.28	78.95
English Learners	98	92	93.88	75.00
Students with Disabilities	43	41	95.35	73.17

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	656	648	98.78	82.25
Male	340	338	99.41	85.5
Female	316	310	98.1	78.71
Black or African American	--	--	--	--
Asian	176	175	99.43	88.57
Filipino	--	--	--	--
Hispanic or Latino	47	45	95.74	75.56
White	348	343	98.56	79.59
Two or More Races	80	80	100	83.75
Socioeconomically Disadvantaged	58	58	100	75.86
English Learners	98	97	98.98	76.29
Students with Disabilities	43	40	93.02	67.5

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
Science (grades 5, 8, and 10)	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	9.3	19.6	66.4
7	4.8	17.9	67.9

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)

Numerous opportunities exist for parents to be involved in our school program and student activities: PTA board and committees, VV Foundation projects, classroom instructional assistance, and volunteer activities within and outside the classroom exhibit a high degree of parent participation. Over 20,000 volunteer hours are typically recorded by our community volunteers each year. In addition, parental involvement in the form of support for academic success is always encouraged through monitoring homework, ensuring good attendance, and attending parent education programs. Parents are provided access to student attendance, grades, and homework completion through our on-line K-8 Parent Portal at MyIUSD.org. Middle school parents and students may access Canvas at any time to view current homework, tutorial offerings for the week, class assignments and daily reminders for every class. Our PTA sends a school newsletter each Friday which posts school-wide activities, grade level information, and community activities to each family via e-mail. Additionally, we send a Principal's Press via SchoolMessenger to keep parents informed of school events and provide detailed information about our instructional program. These activities and others ensure our parent and student community staff informed and have multiple activities to be involved in our learning community. For more information about becoming involved in the Vista Verde PTA or the Vista Verde Foundation, please contact our PTA President, and our Vista Verde Foundation President. Information can be found here <https://vistaverde.iusd.org/department/parents>

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
Suspensions	0.4	0.8	0.4	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Vista Verde School has developed a comprehensive Safe School Plan and School Site Emergency Response Plan which are updated each summer prior to the start of school. In addition, we revise our plans as needed throughout the year by our school's Emergency Preparedness Committee and our STAR Positive Behavior Committee when the data collected indicates a revision is needed. All staff members are trained at the beginning of the year on the amended plan and again when STAR (Safety School Community, Thoughtful Communication, Act With Integrity and Respect, and Responsible Risk Taking) behavior data indicates a need for retraining and reteaching. Our student behavioral data is used to monitor and evaluate our school procedures on a monthly basis. When data indicates that problems are occurring, staff meet to determine if reteaching behavior expectations are needed or if we need to alter the environment to facilitate more appropriate behaviors. Our STAR data drives our safety plan and used to continually evaluate our program effectiveness.

Our comprehensive emergency response plan includes a detailed response plan modeled after SIMS protocol and the Incident Command System. All staff members have assigned responsibilities and regularly practice their roles in simulated drills and tabletop training exercises. Students participate in monthly drills that include one of the following emergency situations: earthquake, fire, or intruder. Training in First Aid and CPR are available for staff members on an annual basis. Additionally, through the generous support of our PTA organization, we have an emergency storage shed fully equipped with emergency team equipment and food, water and sanitation supplies for a sustained stay at school in the event of an emergency. These supplies are inventoried and kept current on an annual basis to ensure that we remain fully prepared at all times.

Key elements of our School Safety 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.

We are fortunate to have a Campus Control Officer and Supervisor to assist with providing a safe campus and a positive school environment for learning and growing. Vista Verde routinely conducts emergency drills including Fire, Earthquake and Lockdown procedures with staff, parents and students. We welcome community suggestions and input into our School Safe Plan - if you have recommendations, please contact our Campus Control Officer, Scott Rinehart, at 949-936-6350.

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				2016-17				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+
K	28		3		27		3		30		3	
1	26		4		29		3		24		4	
2	29		4		27		4		30		3	
3	29		4		29		4		29		4	
4	30		4		28		4		29		4	
5	33		1	2	31		4		27		4	
6	32		15	3	30	1	9	3	30		17	1

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

** "Other" category is for multi-grade level classes.

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	0.6	933
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.8	N/A
Other	0.8	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	\$6,254	\$409	\$5,845	\$86,665
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	4.9	5.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-19.7	7.0

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)

Targeted staff development activities are essential for maintaining and improving a quality educational program. This year, Vista Verde dedicated six after school staff development sessions on training to implement the School Safety Plan, implementing RTI (Response to Instruction and Intervention), implementing effective Professional Learning Communities focused on common assessments and essential standards across each grade level, aligning our instruction and assessments to the Common Core Standards, and reviewing data and updating our Positive Behavior Intervention System (STAR). We also annually train the entire K-8 staff on the use of Thinking Maps: A Language for Learning.

Additionally, instructional staff attended district provided training and development in the core instructional areas.

Staff and administration meet monthly to review data from both academic assessments and behavioral databases to reflect and revise instruction and positive behavior systems. A Leadership Team is utilized to provide small group dialogue and identify focus areas for grade level teams to implement and then track data to improve instructional and behavioral programs K-8. Additional staff leadership subcommittees focus on increasing opportunities for high achieving students, maximizing support available for at risk students through academic and behavior interventions, and improving our Positive Behavior Intervention System (STAR) program.

The results of our continuous improvement efforts are regularly reported to our community through the School Site Council, PTA Board and General meetings, Vista Verde PTA Newsletter that is sent electronically each month to parents, and our school website.