

Portola Springs Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Portola Springs Elementary
Street	12100 Portola Springs
City, State, Zip	Irvine, CA 92618
Phone Number	949-936-8800
Principal	Megan Bricker
Email Address	MeganBricker@iusd.org
Website	portolasprings.iusd.org
County-District-School (CDS) Code	30 73650 0129296

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	949-936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

School Description and Mission Statement (School Year 2019-20)

The vision of Portola Springs Elementary is to inspire students, parents, and staff to communicate and collaborate, creating a vibrant learning community that is safe, inclusive, innovative, and encourages a growth mindset. Our focus is to instill a joy for learning, and empower our students to become creative problem solvers and responsible caring members of our local and global communities. Our mission statement reads: Portola Springs Elementary is a family of respectful and responsible learners. Together with our community we empower our students to be compassionate, empathetic citizens who make a positive difference in our world. Our Positive Behavior Intervention and Supports (PBIS) philosophy can be found throughout the school in calling our students to be GREAT-- Grizzlies are... Respectful, Empathetic, Always positive, and Truly responsible.

As we continue to look at the whole child and how to encompass academics, behavior, and social emotional needs, we have formed goals in those areas. Our goals are listed below:

- ELA- To fully implement Write From the Beginning writing curriculum.
- Math- Promoting student ownership through data tracking and grading policies/practices.
- PBIS/MTSS- To positively support behavior and social emotional needs of students through PBIS systems and SEL curriculum (Calm Classroom and Second Step).
- Other (Across Subject Areas PLC/MTSS)- To systematically track continual progress with PLC and MTSS through the use of Tier II interventions and strategies across content areas (ELA, Math, Behavior, SEL).

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

Grade Level	Number of Students
Kindergarten	168
Grade 1	157
Grade 2	164
Grade 3	156
Grade 4	138
Grade 5	121
Grade 6	126
Total Enrollment	1,030

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	57.9
Filipino	3
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0.1
White	17.3
Two or More Races	8.1
Socioeconomically Disadvantaged	13.4
English Learners	19.6
Students with Disabilities	8.9
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	38.93	43.00	40.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0.63	1.50	1.18	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
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)

Brand new facility as of August 2015.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11.18.2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	82	81	77	78	50	50
Mathematics (grades 3-8 and 11)	81	80	74	74	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	542	535	98.71	1.29	81.31
Male	275	271	98.55	1.45	78.97
Female	267	264	98.88	1.12	83.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	317	312	98.42	1.58	87.18
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	66	66	100.00	0.00	65.15
Native Hawaiian or Pacific Islander					
White	92	91	98.91	1.09	78.02

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	45	45	100.00	0.00	80.00
Socioeconomically Disadvantaged	80	77	96.25	3.75	66.23
English Learners	150	147	98.00	2.00	78.23
Students with Disabilities	46	45	97.83	2.17	46.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	542	538	99.26	0.74	79.93
Male	275	272	98.91	1.09	80.15
Female	267	266	99.63	0.37	79.70
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	317	315	99.37	0.63	87.94
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	66	66	100.00	0.00	68.18
Native Hawaiian or Pacific Islander					
White	92	91	98.91	1.09	64.84
Two or More Races	45	45	100.00	0.00	82.22
Socioeconomically Disadvantaged	80	78	97.50	2.50	64.10
English Learners	150	150	100.00	0.00	78.00
Students with Disabilities	46	45	97.83	2.17	37.78
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.1	19.8	19.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is critical to the mission of Portola Springs; it supports the staff and helps reinforce the importance of education to your child. There are many ways to get involved. Following are details of organizations available for parent volunteers. Parent-Teacher Association (PTA) Portola Springs is fortunate to have the support of an active group of parents who devote their time and talents to promote activities and events for our students. Our PTA assists in community building, planning, and providing financial support, not available by other means, which improves the quality of learning and increases opportunities for enrichment for all students. Parents are encouraged to attend meetings, support activities, and volunteer. Dates and times of meetings and activities will be posted on the PTA link of the Portola Springs website and on the Portola Springs PTA Facebook page. School Site Council (SSC) The School Site Council is a group of parents and school personnel whose responsibility is to plan, monitor, and evaluate our School Improvement Plan. Parent members are elected by vote of all parents in the fall. Meetings are open to the general parent community and the schedule of times will be listed on the Portola Springs Website and in the Grizzly Bizz Newsletter. English Language Advisory Committee (ELAC) The ELAC is composed of the principal, staff, and parents of English Language Learners who meet to review our instructional support of English Language Learner students. Sometimes this committee is combined with the SSC.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.4	0.7	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Portola Springs Comprehensive Safety Plan was revised and reviewed in September 2019. It was reviewed with PTA, Staff, and School Site Council. The three main safety goals are as follows:

Goal #1- Personnel Training and Prep for a Disaster- This will include training new staff on roles and duties in the event of a disaster. Training to be completed with district personnel along with IPD.

Goal #2- Facility Awareness- This will include a staff basic understanding the safety features of this facility (such as key cards, locking doors, access systems, parking lot dynamics, etc). This will be accomplished with training and on-going reflection of procedures.

Goal #3- Community Awareness and Collaboration- This will encourage staff and students to work with the community to understand the dynamics of the community safety issues (such as wildlife and traffic) to educate all staff and students on response to such events.

Along with the safety components, Portola Springs also continues to implement both Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to ensure social-emotional safety of all students as well as academic and behavioral success and safety. Portola Springs G.R.E.A.T. (our school wide PBIS slogan) is a school-wide commitment to positive behavior support. Identifying, teaching, and reinforcing the expected behaviors allow students to achieve academic, behavioral, and social success. Portola Springs G.R.E.A.T. stems from the University of Oregon's Center of Positive Behavior Interventions and Support (P.B.I.S.). Portola Springs Elementary staff has undergone extensive training and has experience with the P.B.I.S. philosophies. Our staff adopted the P.B.I.S. philosophy and our first step was our behavioral statement of purpose: Portola Springs Elementary is a family of respectful and responsible learners. Together with our community we empower our students to be compassionate, empathetic citizens who make a positive difference in our world.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24	1	5		24	1	6		25	1	6	
1	25		5		30		5		25		6	
2	29		4		29		5		27		6	
3	28		4		31		4		31		5	
4	27	1	3		25	1	4		25	1	4	
5	33		1	2	33			3	26		5	
6	24	1	2		27	1	4		26	1	4	
Other**	4	1										

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4,816	\$144	\$4,672	\$81,749
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	-18.6	-3.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-41.8	-1.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

2019-2020 School Year

1. 8/16/19- 6 hours- Calm Classroom/Thinking Maps and Write From the Beginning
2. 8/19/19- 6 hours- PLC and Grading Practices
3. 10/14/19- 6 hours- Write From The Beginning Narrative
4. 12/11/19- 2 hours- Write From the Beginning Rubrics
5. 4/22/20- 2 hours- Write From The Beginning
6. 2/3/20- 6 hours- PLC and Grading
7. 6/3/20- 2 hours- Planning for 20-21 Grading Procedures

2018-2019 School Year

1. 8/17/2018- 6 hours- Culture, PLC Health
2. 10/8/2018- 6 hours- MTSS/ Tech/ Safety training
3. 11/28/2018- 2 hours- PBIS/MTSS
4. 1/23/2019- 2 hours- Math extension/ Social-Emotional Learning
5. 2/11/2019- 6 hours- District led student learning
6. 5/15/2019- 2 hours- Goal review and vision building

2016-2017 School Year

1. 8/18/2016- 6 hours- Thinking Maps Introduction
2. 8/19/2016- 6 Hours- PLC and The Learning Cycle
3. 9/21/2016- 2 Hours- PBIS Function of Behaviors
4. 10/10/2016- 6 Hours- Thinking Maps, PLC/MTSS, Safety and Security
5. 1/18/2017- 2 Hours- Technology and Collaborative Spaces
6. 2/17/2017- 6 Hours- PLC and The Learning Cycle
7. 4/26/2017- 2 Hours- PLC/MTSS Tier 2 Interventions

2015-2016 Staff Development

1. Thursday, August 20th, 2015- Strategic Initiatives & CIEs, District, School Wide & Individual Goals, PLCs, MTSS & Common Core, Intellectual Risk-Taking- on Site led by Principal and staff
2. Monday, August 24th, 2015- Waiver day – 6 hour full day PD #1- Mathematics at the district level
3. Wednesday, September 30, 2015- 6 hour full day PD #2- Professional Learning Communities & Evaluating Assessment Data- Led by Principal and MTSS Psychologists
4. Monday, October 12, 2015 - 2 hours site meeting #1- PLCs/MTSS, Curriculum & Technology Integration, Safety and Security with Irvine PD Lockdown simulation training- Led by Principal, Staff, and Irvine Police
5. Wednesday, January 13, 2016- 6 hour full day PD #3- Mental Health Inservice- Led by Site (with 3 other schools joining)
6. Friday, February 12, 2016- 6 hour full day PD #4- Science/ Content Literacy- Led by District
7. Wednesday, April 20, 2016- 2 hour site meeting #3- PLCs/MTSS, Reflection on 2015-16 Goals, Goal Setting for 2016-17- Led by Site