# Greentree Elementary School
## 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** | Greentree Elementary School |
| **Street** | 4200 Manzanita |
| **City, State, Zip** | Irvine, CA 92604 |
| **Phone Number** | (949) 936-5800 |
| **Principal** | Tamara Brown |
| **Email Address** | tamarabrown@iusd.org |
| **Website** | http://www.iusd.org/gr/ |
| **County-District-School (CDS) Code** | 30-73650-6089445 |

| 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)

I am pleased and honored to present Greentree Elementary School's Annual School Accountability Report Card. This Report Card reflects current information. It provides an overview of our school profile and communicates specific data regarding demographics and student achievement results.

Located in the village of Greentree, our school is a neighborhood school with an enrollment of approximately 470 students in grades Kindergarten through Grade six including a self-contained Tk-K Specialized Academic Instruction (SAI) classroom. Our attendance area includes the communities of California Homes, Greentree, Heritage Park, Heritage Point, Irvine Groves, Walnut Square, El Camino Glen and the Willows. We have an open enrollment policy that allows children from other communities in Irvine the opportunity to attend Greentree Elementary School. Greentree Elementary School has a diverse community with children coming to us from many cultural backgrounds. This diversity allows for many additional learning experiences for our students.

There are many people who share the responsibility for the successful education of children at Greentree Elementary School. We have a strong instructional staff that is committed to providing children with the highest educational experience possible. Our school support staff, our school office, and our custodial staff are an integral part of our school. Our mission at Greentree Elementary School, is to foster a growth mindset, in order to empower all students to be risk takers, creative critical thinkers, communicators who collaborate, and who are committed to success. Through our professional learning communities we celebrate both academic and social responsibility in all of our students.   It is our Vision to be: "One Team ~ One Goal ~ Committed to success for All".

It is our philosophy to provide an academic environment that is safe and child-centered.  Our teachers are involved in staff development opportunities that provide further excellence in teaching.  They work together in Professional Learning Communities to plan and analyze student work and progress.  All students are challenged to reach their individual potential.   Students who have not reached proficiency in reading or math are offered additional instruction, during the instructional day, through our GO Time Intervention block of time. Teachers and Instructional support staff use research based instructional strategies to develop each student to his/her greatest potential including Response to Instruction (RTI) in the area of Reading.

Our program offerings have included GATE clusters in our 4th - 6th grade classrooms, support services (Speech, Occupational Therapist, Physical Therapist, Guidance Assistant, Elementary Resource Counselor (ERC), and school psychologist), English Language Development Instructional Assistant, Title I Reading/Math specialist, and a school site Teacher On Special Assignment (TOSA)  to work with our staff and our students. Our curriculum specialists provide enrichment in the areas of art, music and science and our support staff provides assistance and reinforcement of essential skills learned in the classroom.

Greentree Elementary School practices Positive Behavior Interventions and Supports (PBIS).  Staff, through collaborative staff development opportunities, created the behavioral expectations for student behaviors on our campus.  These behavioral expectations are explicitly taught and reinforced through our schoolwide SOAR matrix as well as by classroom SOAR matrices for expectations within the classroom setting.  It is our hope that these practices will help students build internal practices so they can experience healthy self-esteem and develop a vision and a passion about ways to contribute to their community.  We conduct monthly awards to honor student academic and behavioral achievements.

The Greentree Elementary School Community is an outstanding example of a true "team." All staff members, our parent community and our remarkable students work together to consistently be successful.

It is with a strong sense of school pride that I share this Accountability Report Card with you.

Sincerely,

Tamara J. Brown, Principal

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

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 60 |
| **Grade 1** | 59 |
| **Grade 2** | 63 |
| **Grade 3** | 75 |
| **Grade 4** | 60 |
| **Grade 5** | 66 |
| **Grade 6** | 83 |
| **Total Enrollment** | 466 |

## Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 1.1 |
| **Asian** | 31.5 |
| **Filipino** | 2.4 |
| **Hispanic or Latino** | 24.2 |
| **Native Hawaiian or Pacific Islander** | 0.2 |
| **White** | 29.6 |
| **Two or More Races** | 9.9 |
| **Socioeconomically Disadvantaged** | 25.5 |
| **English Learners** | 18.7 |
| **Students with Disabilities** | 12.2 |
| **Homeless** | 0.2 |

# A. Conditions of Learning

**State Priority: Basic**
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
• Pupils have access to standards-aligned instructional materials; and
• School facilities are maintained in good repair

**Teacher Credentials**

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|---|---|---|---|
| **With Full Credential** | 20.70 | 20.70 | 21 | 1797.99 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0.65 | 0.50 | 0.55 | 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% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| 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)

Greentree is a facility made up of 5 pods developed around a central office, a little theater, and a media center. Each pod/neighborhood consists of four classrooms and boys and girls restrooms.  These areas were renovated in the summer of 2017 and now consist of open collaborative spaces with innovative furniture for various student instructional purposes. Five portable classrooms, located to the North of the main building house our Innovation Lab, a science lab, Speech, school psychologist's office, as well as a Principal's conference room.   We have a large field area directly behind our school which is used for K-6 Physical Education and recreation activities during recess and lunch periods.  This field is also used by community groups on evenings and weekends with prior district approval.  A three foot high barrier wall and a six foot high fence separate our field from the Metro Link tracks to ensure student safety.

## 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:** 11/20/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| **Interior:** Interior Surfaces | Good | C4: 4. CEILING TILE IS DAMAGED AND LOOSE G 4: 4. WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON GUTTER 12. DRY ROT ON RAMP SKIRTING |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| **Electrical:** Electrical | Good | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Safety:** Fire Safety, Hazardous Materials | Good | G 1: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) 12. DRY ROT ON SIDING<br>G 4: 4. WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON GUTTER 12. DRY ROT ON RAMP SKIRTING |
| **Structural:** Structural Damage, Roofs | Good | G 1: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) 12. DRY ROT ON SIDING<br>G 4: 4. WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON GUTTER 12. DRY ROT ON RAMP SKIRTING |
| **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) | 67 | 64 | 77 | 78 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 61 | 55 | 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 | 288 | 282 | 97.92 | 2.08 | 63.83 |
| Male | 173 | 168 | 97.11 | 2.89 | 58.33 |
| Female | 115 | 114 | 99.13 | 0.87 | 71.93 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 94 | 94 | 100.00 | 0.00 | 77.66 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 62 | 98.41 | 1.59 | 48.39 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 90 | 86 | 95.56 | 4.44 | 61.63 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Two or More Races | 30 | 29 | 96.67 | 3.33 | 65.52 |
| Socioeconomically Disadvantaged | 75 | 73 | 97.33 | 2.67 | 49.32 |
| English Learners | 74 | 73 | 98.65 | 1.35 | 57.53 |
| Students with Disabilities | 43 | 41 | 95.35 | 4.65 | 29.27 |
| 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 | 288 | 282 | 97.92 | 2.08 | 54.96 |
| Male | 173 | 167 | 96.53 | 3.47 | 55.09 |
| Female | 115 | 115 | 100.00 | 0.00 | 54.78 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 94 | 94 | 100.00 | 0.00 | 77.66 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 62 | 98.41 | 1.59 | 35.48 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 90 | 86 | 95.56 | 4.44 | 41.86 |
| Two or More Races | 30 | 29 | 96.67 | 3.33 | 62.07 |
| Socioeconomically Disadvantaged | 75 | 73 | 97.33 | 2.67 | 36.99 |
| English Learners | 74 | 74 | 100.00 | 0.00 | 58.11 |
| Students with Disabilities | 43 | 41 | 95.35 | 4.65 | 24.39 |
| 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 | 7.7 | 12.3 | 58.5 |

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)

Parents and staff work in partnership to ensure that every child is successful. There are many wonderful opportunities for parental involvement at our school. Our teachers meet with parents in the Fall to set goals for each child's academic program. The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs and provide input towards school based decision making. This group is comprised of an equal representation of members of the community (5) and site level staff (5). SSC members serve a two year term on this council. Our wonderful PTA supports our school program by encouraging and organizing parent involvement and enriching the school programs by providing enrichment opportunities, special assemblies, services, activities, and providing funding for classroom supplies, upgrading software, hardware, and other technological needs. Our Dad's group has provided multiple activities, such as Donuts with Dads and our spring field activities, for students and their dads or other important adult, to become involved in our school. Parents can become involved with PTA by attending regularly scheduled PTA association meetings as posted on our school website and/or contact http://greentree.my-pta.org to get in contact with any of our PTA Board Members. Teachers enjoy having parents support their classrooms by working with small groups of children, assisting on field trips, and/or helping to coordinate classroom activities. Please contact your child's classroom teacher to inquire about ways they may be able to utilize your skills within the classroom setting.

## 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 | 1.0 | 0.8 | 0.6 | 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)

Greentree School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and School Safety Planning Committee. Key elements of the plan include:
- Disaster Procedures
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees
- Rules and Procedures on School Discipline.
- Student Discipline/Crime Statistics
- Incident Command System ~ Organizational Chart
- Emergency Response Plan and Procedures for Emergency Incidents
- District Emergency Plan for Multi-Hazard Response
- After Hours Emergency Protocol

Monthly fire evacuation drills are conducted and our school participates in earthquake preparedness twice each year as part of our commitment to a safe and orderly campus. The disaster preparedness committee meets on a regular basis to continually update and improve our plan. A school crisis team has also been formed for an unforeseen crisis situation. Students and staff alike participate in annual "lock down" drills twice each year for practice in emergency situations. In addition, Greentree Elementary School has the School Messenger Web Portal messaging system that allows us the opportunity to contact all parents at once in the event of an emergency via their phones, e-mail, text, or a combination of all. The school is equipped with the necessary items and emergency supplies to shelter students immediately following a disaster and until students can be moved to a safe harbor. Greentree School also has social media accounts to alert parents to any and all issues at Greentree School, especially in the area of safety. Parents can follow us at: FaceBook: Greentree School IUSD Instagram: greentree_iusd and Twitter: @greentree_iusd

Greentree is equipped with seven (7) exterior and one (1) interior camera to capture images of anything significant that could harm our facility and/or our students, staff and community that are housed within the facility. We also have the ability to "lockdown" our school at the push of a button that will immediately notify local authorities should any kind of need arise.

We place a high value and have a strong commitment to safety at Greentree Elementary School.

## 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 | 33 | | 1 | 1 | 26 | | 2 | | 30 | | 2 | |
| 1 | 30 | | 2 | | 25 | | 2 | | 29 | | 2 | |
| 2 | 25 | | 3 | | 29 | | 3 | | 24 | | 2 | |
| 3 | 22 | 1 | 2 | | 22 | 1 | 2 | | 29 | | 3 | |
| 4 | 30 | | 2 | | 32 | | 2 | | 30 | | 2 | |
| 5 | 30 | | 3 | | 32 | | 1 | 1 | 33 | | | 2 |
| 6 | 33 | | | 2 | 30 | | 2 | 1 | 28 | | 3 | |
| Other** | | | | | | | | | 5 | 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) | |

| Title | Number of FTE* Assigned to School |
|---|---|
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Speech/Language/Hearing Specialist** | .8 |
| **Resource Specialist (non-teaching)** | 2.0 |

*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.

## 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** | $6,619 | $445 | $6,173 | $99,752 |
| **District** | N/A | N/A | $5,630 | $81,988.00 |
| **Percent Difference - School Site and District** | N/A | N/A | 9.2 | 15.2 |
| **State** | N/A | N/A | $7,506.64 | $82,403.00 |
| **Percent Difference - School Site and State** | N/A | N/A | -16.3 | 17.0 |

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 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 0n-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** | | | 9 |

Greentree Elementary School staff exemplifies a strong community of learners. Staff professional development has been a powerful and essential ingredient of teachers' continuing education. At Greentree Elementary School, our staff takes seriously the commitment of lifelong learning and intellectual risk-taking. Teachers are involved in three full day professional learning opportunities and six after school workshops, ranging from 1 1/2 - 3 hours in length, that continually refine and extend their teaching strategies. Each grade level team works in Professional Learning Communities to plan, share ideas/materials, analyze student learning data, and to problem solve strategies to provide a cohesive program within each classroom. Current research in education continues to be an ongoing priority for us. Our areas of focus for professional development recently have centered around the following concepts: Assessment/Grading Practices, Positive Behavior Intervention and Supports (PBIS), Professional Learning Communities (all 2nd - 6th grade teachers have participated in one of the Power Up Your PLC's at this time), Next Generation Science Standards, Technology, including SAMR training, Step Up to Writing, as well as annual Safety Drill participation and various district wide initiatives.