

# Woodbridge High 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
<b>School Name</b>	Woodbridge High School
<b>Street</b>	2 Meadowbrook
<b>City, State, Zip</b>	Irvine, CA 92604
<b>Phone Number</b>	(949) 936-7800
<b>Principal</b>	Chris Krebs
<b>Email Address</b>	christopherkrebs@iusd.org
<b>Website</b>	<a href="http://woodbridgehigh.org/">http://woodbridgehigh.org/</a>
<b>County-District-School (CDS) Code</b>	30-73650-3030285

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)

Woodbridge High School is accredited by the Western Association of Schools and Colleges. It is one of five comprehensive high schools in the city of Irvine, California. The school is located in the planned residential community of Woodbridge which affords access to community athletic fields in addition to the facilities on the school's 22 acre campus. Current enrollment is 2466 students in grades 9-12.

The curriculum provides students with a strong college preparatory academic program as well as courses in developing job-entry skills. Ninety-six percent of students plan to continue their education in colleges or universities. Fifty two percent of students at WHS are enrolled in honors and/or advanced placement courses. Nineteen percent of students participate in career exploration courses offered through the Regional Occupation Program (ROP). All core curricular areas are aligned with the California State Standards.

The school endorses the Irvine Unified School District's vision and mission statement: "A commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision. To that end, we are dedicated to: The joy of learning for all; Respect for each individual's worth and uniqueness; A celebration of diversity; An environment that nurtures the quest for quality; A culture founded on relationship and inclusion". To accomplish this goal, imbedded in the school's program are learning opportunities that assist students in building their skills in each of six areas, identified as the "Way of the Warrior:" Communication, Creativity, Critical Thinking, Collaboration, Commitment, and Curiosity. We also encourage students to adhere to three Warrior attributes: Perseverance, Integrity, and Empathy.

There is strong student participation in the school's athletics and performing arts programs with over seventy-five percent of the student body involved. Over 1100 students (44%) participate in our athletics program with many teams reaching league finals. Sportsmanship, team-work, and integrity are core values which are stressed at every level of participation. The athletic program actively promotes life-long physical health among students and community members by sponsoring an annual Invitational Cross Country Meet with over 11,000 runners and a Half Marathon with over 6,000 participants. Each year, the school's Marching Band, Concert Orchestra, and Jazz Band feature spectacular student performances. The drama and dance programs feature talented students in dance, musical, and dramatic performances.

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

Grade Level	Number of Students
Grade 9	672
Grade 10	597
Grade 11	581
Grade 12	616
Total Enrollment	2,466

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

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.1
Asian	36.1
Filipino	3.7
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	0.3
White	40.7
Two or More Races	5.2
Socioeconomically Disadvantaged	21.7
English Learners	8.4
Students with Disabilities	7.4
Foster Youth	0.1
Homeless	0.3

## 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	109.40	107.05	128.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4.20	4.17	5.00	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
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Foreign Language</b>	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%

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

The school's 22 acre campus includes an award winning architectural plan, including a theater, library and media center, business and technology labs, auto shop, and athletic facilities. Off-campus soccer, baseball, and softball fields are located next to the campus as shared community facilities. The school completed a modernization and expansion in 2013 that added a performing arts complex, fitness center, science lab, additional classrooms and swimming pool. A new Modernization plan will add a 700 seat theater complex, as well as additional classroom and audition spaces.

### 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:** 11/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		
<b>Interior:</b> Interior Surfaces	Poor	FALSE
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	FALSE
<b>Electrical:</b> Electrical	Fair	FALSE
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	FALSE
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	FALSE
<b>Structural:</b> Structural Damage, Roofs	Fair	FALSE
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	FALSE
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	81	78	77	78	50	50
Mathematics (grades 3-8 and 11)	71	69	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	564	557	98.76	1.24	77.92
Male	304	300	98.68	1.32	73.67
Female	260	257	98.85	1.15	82.88
Black or African American	14	14	100.00	0.00	64.29
American Indian or Alaska Native	--	--	--	--	--
Asian	208	208	100.00	0.00	83.17
Filipino	22	22	100.00	0.00	86.36
Hispanic or Latino	55	55	100.00	0.00	70.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	231	226	97.84	2.16	75.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	25	23	92.00	8.00	82.61
Socioeconomically Disadvantaged	118	117	99.15	0.85	66.67
English Learners	66	65	98.48	1.52	53.85
Students with Disabilities	19	18	94.74	5.26	27.78
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	564	556	98.58	1.42	69.42
Male	304	300	98.68	1.32	67.00
Female	260	256	98.46	1.54	72.27
Black or African American	14	14	100.00	0.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	208	208	100.00	0.00	85.10
Filipino	22	22	100.00	0.00	68.18
Hispanic or Latino	55	55	100.00	0.00	43.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	231	225	97.40	2.60	64.89
Two or More Races	25	23	92.00	8.00	65.22
Socioeconomically Disadvantaged	118	117	99.15	0.85	54.70
English Learners	66	65	98.48	1.52	64.62
Students with Disabilities	19	18	94.74	5.26	27.78
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.

**Career Technical Education Programs (School Year 2018-19)**

Students at Woodbridge High School have opportunities to participate in Career and Technical Education (CTE) coursework that provides them with the skills to pursue careers in high demand industries in Southern California. The career pathways leading to post-secondary employment and college or university education programs are the following:

- Design, Visual, and Media Arts (Graphic Design and Visual Commercial Art)
- Production and Managerial Arts (Stage Technology, Film, and Video Production)
- Software and Systems Development (Systems Programming)
- Systems Diagnostics, Service, and Repair

CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program and satisfy high school graduation requirements. CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has a strong guidance-counseling component where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career.

The district’s partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in all industry sectors. The CTE program includes courses that articulate with regional community colleges.

The district is a member of regional consortiums including participating members in OC Pathways, CTEoc (CTE Orange County), the Irvine Chamber of Commerce, and the Orange County Business Council. Teachers participate in professional development and network with business and industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community participate in the career and technical education advisory committee.



### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	841
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.79
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	70.88

### 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
9	10.5	20.9	63.1

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 are a welcome facet of the school wide community. There is an active participation by parents in the general PTSA, including the Korean PTA, Persian PTA, and Chinese PTA, School wide Athletic Booster Club, Vocal Music Booster Club, Entertainment Corps Booster Club, and Grad-Night Committee as well as in volunteering time to assist the school with clerical duties. Parents are members of School Site Council as well as the school Leadership Team and attend regular meetings to help make decisions regarding school action plan items.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	0.7	1.3	2	1.5	2.3	1.6	9.7	9.1	9.6
<b>Graduation Rate</b>	97.4	96.1	97.4	96.3	94.7	95.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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
<b>Suspensions</b>	1.9	1.3	1.8	1.6	1.2	1.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Woodbridge High School has developed a comprehensive Safe School Plan to ensure a safe learning environment for all students. The plan was discussed with faculty on October 8, 2018 as a part of staff development. The plan was approved at School Site Council on November 14, 2018. Key elements of this plan include: WHS information on annual drills and review of procedures for evacuation; school data on suspensions and expulsions, staffing, monitoring systems, and student discipline expectations.

WHS suspended students for 40 incidents in 2017-18, and had zero expulsions. WHS has implemented a PBIS model and was recognized as a Silver School from PBIS for 2017-18. For 2018-19, WHS has also begun a discipline advisory committee that will be examining the implementation of PBIS activities, our MTSS model, and a variety of interventions to support student learning and behavior. The school discipline policy and expectations for student behavior are updated annually and published in the student planner and the course of study. WHS has two full time and one part time CCA to ensure the campus is safe at all times, as well as a full time School Resource Officer employed by Irvine Police Department. WHS also has an extensive camera system to monitor student behavior in common areas and hallways. This system is under continuous enhancement and refurbishment by the district. WHS has also implemented a visitor check in system using a raptor system that allows the school district to ensure visitors on campus are cleared.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
<b>English</b>	30	15	18	51	29	18	19	50	24	36	62	9
<b>Mathematics</b>	20	10	4	4	28	14	32	36	26	24	64	7
<b>Science</b>	31	9	20	34	32	4	25	42	28	11	64	6
<b>Social Science</b>	31	6	26	38	30	6	36	29	27	20	60	9

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
<b>Academic Counselors*</b>	456.7

\*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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	5.4
<b>Library Media Teacher (Librarian)</b>	.5
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.4
<b>Social Worker</b>	
<b>Nurse</b>	1.0
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	2.2

\*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
<b>School Site</b>	\$6,402	\$458	\$5,944	\$86,350
<b>District</b>	N/A	N/A	\$5,630	\$81,988.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	5.4	0.1
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-19.9	1.9

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/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	12	N/A
Fine and Performing Arts	4	N/A
Foreign Language	3	N/A
Mathematics	8	N/A
Science	20	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Social Science	24	N/A
All courses	71	39.7

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

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

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

The staff development activities are:

- To help guide the implementation of the Common Core Standards, a series of staff development was planned to support the transition. Key features of the plan: to be knowledgeable of the Common Core State Standard and Smarter Balanced assessments (SBAC/CAASPP), be aware of the College and Career Readiness Standards, discuss the difference between rigor and difficulty, explore the meaning and depth of knowledge for each content area, implement and evaluate strategies regarding close reading and text complexity, and develop steps to the alignment of curriculum, instructional materials, and assessments.
- To support student learning for all students by using data analysis of common assessments to identify areas of concern and implement research-based classroom and school-wide interventions.
- To promote the most rigorous and relevant courses for students to increase access to upper level/advanced classes and career pathways

\* With the shift to an eight-period block, we have an Instructional Transition Team in place that has hosted a variety of activities and strategy sessions for teachers to implement. Our team has focused on engagement and student movement for the fall, and will be focusing on how to balance homework and pacing for the Spring. Team are also working to determine interventions for student struggling and new ideas for making the 85 minute period effective.

- Professional development and training sessions throughout the year on how to integrate technology into their classroom (Canvas, Google, flipteaching, Schoolnet, Nearpod, Qwizdom, and Aeries).

Activities are completed via weekly one hour late start meetings throughout the year (approximately 30) and one full day staff development day. Staff also participate in an additional all staff meeting each semester, providing information and support on school initiatives, goal setting, and student wellness. Staff are provided release days throughout the year from district funding to support PLC time up to three days per teacher. The site also supports both conference attendance and payment of release time through LCAP funds and donations from PTSA.