

# Woodbridge High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<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>E-mail Address</b>	<a href="mailto:christopherkrebs@iusd.org">christopherkrebs@iusd.org</a>
<b>Web Site</b>	<a href="http://woodbridgehigh.org/">http://woodbridgehigh.org/</a>
<b>CDS Code</b>	30-73650-3030285

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

### **School Description and Mission Statement (School Year 2016-17)**

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 2460 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 continue their education in colleges or universities. Fifty percent of the students enroll in honors and/or advanced placement courses. Twenty-one 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: "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 1200 students (48%) 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 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	635
<b>Grade 10</b>	622
<b>Grade 11</b>	603
<b>Grade 12</b>	587
<b>Total Enrollment</b>	2,447

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	36.1
Filipino	3.3
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0.2
White	42.6
Two or More Races	3.7
Socioeconomically Disadvantaged	17.9
English Learners	8.5
Students with Disabilities	8.2
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	106.20	104.80	108.2	1419.03
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	15	14.6	13.0	105.84

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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 September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Foreign Language</b>	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, 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 September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	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 recently completed a modernization and expansion. The expansion added a performing arts complex, fitness center, science lab, additional classrooms and swimming pool.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	79	79	77	78	44	48
Mathematics	66	70	74	75	34	36

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	591	567	95.9	79.1
Male	11	305	290	95.1	71.3
Female	11	286	277	96.8	87.3
Asian	11	199	195	98.0	80.0
Filipino	11	20	19	95.0	79.0
Hispanic or Latino	11	58	53	91.4	67.9
White	11	279	267	95.7	81.5
Two or More Races	11	19	19	100.0	73.7
Socioeconomically Disadvantaged	11	86	82	95.3	65.0
English Learners	11	42	37	88.1	13.5
Students with Disabilities	11	43	42	97.7	21.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	591	567	95.9	69.6
Male	11	305	291	95.4	66.2
Female	11	286	276	96.5	73.2
Asian	11	199	195	98.0	86.2
Filipino	11	20	19	95.0	84.2
Hispanic or Latino	11	58	53	91.4	37.7
White	11	279	266	95.3	64.5
Two or More Races	11	19	19	100.0	68.4
Socioeconomically Disadvantaged	11	86	82	95.3	45.7
English Learners	11	42	38	90.5	36.8
Students with Disabilities	11	43	42	97.7	16.7

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 on the CAAs divided by the total number of students who participated in both assessments.

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**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83	88	87	88	88	87	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b># of Students with Valid Scores</b>	<b>% of Students with Valid Scores</b>	<b>% of Students Proficient or Advanced</b>
<b>All Students</b>	619	601	97.1	87.2
<b>Male</b>	313	304	97.1	84.9
<b>Female</b>	306	297	97.1	89.6
<b>Black or African American</b>	15	15	100.0	60.0
<b>Asian</b>	242	234	96.7	89.7
<b>Filipino</b>	18	17	94.4	94.1
<b>Hispanic or Latino</b>	73	70	95.9	77.1
<b>White</b>	238	233	97.9	88.8
<b>Two or More Races</b>	27	26	96.3	88.5
<b>Socioeconomically Disadvantaged</b>	105	102	97.1	78.4
<b>English Learners</b>	50	48	96.0	39.6
<b>Students with Disabilities</b>	50	47	94.0	46.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2015-16)**

Students at each of the Irvine Unified School District’s high schools have opportunities to participate in CTE coursework that provides them with the skills to pursue careers in high demand industries in Southern California. Over 2,500 students enrolled in one or more CTE courses during 2015-2016. Course offerings in career pathways leading to post-secondary employment and college or university education programs are in; Horticulture, Digital, Visual and Media Arts, Production and Managerial Arts –Theater, Music Technology, and Video Production, Hospitality-Culinary Arts, Engineering Design, Information and Communication Technologies, Entrepreneurship, and Automotive Service-Repair and Maintenance. CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. Most 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 expanded to the middle schools where Grades 7 and 8 students participate in career exploration with hands-on projects in engineering, robotics, digital media arts and video production. The CTE program includes a strong guidance-counseling component.

The district’s partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available to students on our campuses and at other high school campuses through after school and summer courses. These opportunities include courses in the high demand healthcare careers and internships in a variety of industry sector courses. The district is exploring dual college/high school enrollment with an offering of a Biotechnology course in partnership with Irvine Valley College. The CTE program includes courses that articulate with regional community colleges establishing a pathway for students to continue their career education in an Associated Arts degree or certificate program at the community college.

The district is a member of regional consortiums including participating members in OC Pathways, CTEoc (CTE Orange County), and the Irvine Chamber of Commerce. Teachers from each career pathway network with business and industry representatives who serve as guest speakers, mentors, and advisors. Additional connections for students are made through virtual meetings and virtual job shadow opportunities with business representatives using innovative Nepris© and Virtual Job Shadow© applications.

Data from the Irvine Chamber of Commerce and the Orange County Workforce Development Board indicates robust job growth in the district’s career pathways related to industry clusters in life sciences, information technology, aerospace[engineering], advanced manufacturing [engineering design] digital arts and media, and hospitality and tourism. High growth companies in Irvine include Medical Device Makers (engineering and biotechnology), Computer product companies (Information and Communication Technologies), and business services (Entrepreneurship).



The 2016-2017 U.S. Bureau of Labor Statistics Occupational Handbook projects a ten-year growth in employment in healthcare, computer and mathematical careers, architecture and engineering occupations. Orange County Business Council's Workforce Indicators Report 2015- 2016 shows that strong regional industry clusters are supported with the district's CTE program and are an engine for economic growth and development in Southern California; Professional and Business Services (Entrepreneurship, Horticulture/Landscape Design), Healthcare (ROP Health career courses), and Tourism (Culinary Arts and Production Managerial Arts). The clustering in the region of several high-value industries represent key drivers of the Orange County economy, providing high-skill, high-wage occupations, such as Advanced Electronics (Engineering), Biotechnology, Information Technology (Information and Communication Technologies), Advanced Manufacturing, Medical Device, and Healthcare.

#### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	530
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.31
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	65.8

#### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	27.4	52.5

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

## C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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 Corp 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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.30	0.90	1.90	2.40	2.60	2.80	11.40	11.50	10.70
Graduation Rate	96.89	98.04	95.16	95.48	95.78	94.75	80.44	80.95	82.27

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	97	96	86
Black or African American	100	87	78
American Indian or Alaska Native	0	100	78
Asian	97	97	93
Filipino	100	98	93
Hispanic or Latino	96	93	83
Native Hawaiian/Pacific Islander	100	100	85
White	98	95	91
Two or More Races	90	94	89
Socioeconomically Disadvantaged	77	84	66
English Learners	70	75	54
Students with Disabilities	98	92	78

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.5	1.3	1.7	1.3	1.4	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

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 10, 2016 as a part of staff development. The plan was approved at School Site Council on November 2, 2016. Key elements of this plan include: 1. Assessing the current status of school crime committed on the school campus and at school related functions, 2a. Child abuse reporting procedures, 2b. Disaster procedures-routine and emergency, 2c. Policies for suspension, expulsion and mandatory expulsion, 2d. Procedures for notification of staff regarding dangerous students, 2e. Policies on sexual harassment, 2f. Policy relating to school dress code (especially gang-related apparel), 2g. Procedures for safe ingress and egress of pupils, parents and school employees to and from school, 2h. Procedures that create a safe and orderly environment conducive to learning at school, 2i. Rules and procedures on school discipline, Safety Protocols on Evacuations for Students with Disabilities, Crisis Response, Suicide Assessment, Threat Assessment, and School Violence.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	46.7

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

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

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31	10	19	52	30	13	24	48	30.44	13	28	41
Mathematics	32	9	11	52	25	5	1	7	30.5	4	33	37
Science	34	3	10	49	32	3	21	43	31.13	6	26	35
Social Science	33	4	17	43	30	9	33	27	32.46	8	24	36

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.4	453
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.55	N/A
Psychologist	2.35	N/A
Social Worker	0	N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	13.0	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,656	\$269	\$5,388	\$78,442
District	N/A	N/A	\$4,979	\$77,121
Percent Difference: School Site and District	N/A	N/A	8.2	1.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-5.1	3.4

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

**Types of Services Funded (Fiscal Year 2015-16)**

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. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,105	\$45,092
Mid-Range Teacher Salary	\$78,770	\$71,627
Highest Teacher Salary	\$101,821	\$93,288
Average Principal Salary (Elementary)	\$118,926	\$115,631
Average Principal Salary (Middle)	\$123,149	\$120,915
Average Principal Salary (High)	\$139,516	\$132,029
Superintendent Salary	\$264,920	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

### Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All courses	19	3.6%

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)

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

Activities are completed via sixteen two hour late start meetings throughout the year and one full day staff development day. Staff also participate in an additional conference period session 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.