

# Irvine 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>	Irvine High School
<b>Street</b>	4321 Walnut Ave.
<b>City, State, Zip</b>	Irvine, CA 92604
<b>Phone Number</b>	(949) 936-7000
<b>Principal</b>	Monica Colunga, Ed.D.
<b>Email Address</b>	monicacolunga@iusd.org
<b>Website</b>	<a href="http://www.irvinehigh.org/">http://www.irvinehigh.org/</a>
<b>County-District-School (CDS) Code</b>	30-73650-3030152

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

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

Irvine High School opened its doors in 1976. It is one of five comprehensive high schools in the Irvine Unified School District and supports a population of 1991 students in grades 9-12. Irvine High School is proud of its ethnic diversity. Numerous students represent a variety of ethnic backgrounds and speak many different languages. In 2007 Irvine High School was named a California Distinguished School by the State Board of Education. In 2015 Irvine High School was once again named a Grammy Signature School Semi-Finalist, recognizing the music program as one of the top in the nation. In spring 2018 Irvine High was awarded a six-year status of accreditation from the Accrediting Commission for the Western Association of Schools and Colleges. In 2012 Irvine High School was selected as a California Leadership Site for our exemplary program in Positive Behavior Intervention and Support. In 2017 Irvine High School was recognized as a Gold Ribbon School and an Arts Exemplary School by the CA Department of Education. In 2018 Irvine High School was recognized with Gold Status for our continuous PBIS efforts through the California PBIS coalition. In 2019 Irvine High School was recognized with Platinum Status for our continuous PBIS efforts through the California PBIS Coalition.

At Irvine High School, our mission is to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Irvine High School incorporates a Positive Behavioral Intervention and Support culture that utilizes the acronym of IHS to identify the values that are significant to the student climate and culture at Irvine High School. These values are: Integrity, Honoring Self and Others, and Social Responsibility.

The Expected School wide Learning Results for Irvine High School students are listed below:

Students will be able to:

- Demonstrate the ability to recognize and solve problems using critical thinking skills
- Demonstrate knowledge of emotional, mental, and physical wellness and will exhibit positive and appropriate interpersonal skills
- Demonstrate the ability to communicate effectively by listening, speaking, reading, writing and utilizing the technology of the 21st century
- Demonstrate an understanding of what it means to be a contributing member of their local, national, global, and digital communities
- Develop long and short term goals to prepare for a successful and informed transition to college and career

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

Grade Level	Number of Students
Grade 9	467
Grade 10	503
Grade 11	488
Grade 12	533
<b>Total Enrollment</b>	<b>1,991</b>

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

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	49
Filipino	3.8
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.4
White	25.6
Two or More Races	4.5
Socioeconomically Disadvantaged	24
English Learners	12.1
Students with Disabilities	8.4
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	91.72	87.95	122	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4.00	1.84	0.5	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%

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

Irvine High School is a safe and clean environment for learning. Our buildings and landscaping have received recognition for their architectural beauty. Irvine High School is a safe and functional campus. In the Summer and Fall Of 2018 our Math and World Language buildings were modernized. An additional Laboratory classroom was developed by reconfiguring a large classroom in our Science building. In the Summer of 2018 all fluorescent light fixtures were replaced with LED light fixtures. A new 12 classroom building that houses our Social Science department was built in the summer and fall of 2015. The synthetic turf and all weather track were replaced in the stadium during the summer of 2015. Light fixtures throughout the campus have been replaced to provide better lighting. The City of Irvine completely renovated the swimming complex. New landscaping has been added and painting of the exterior façade has taken place. Cemented walkways are inspected and replaced for safety. The Irvine Fire Department inspects the facilities for safety annually and the district's Safety and Security Department inspect quarterly. Work orders and repairs are ongoing and attended to in a timely fashion.

### 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:** 11/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	M4: 4. CEILING TILES ARE MISSING IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	S6: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) UA R-4: 12. CEILING IS CRACKED AND SEPARATING BY VENT
<b>Structural:</b> Structural Damage, Roofs	Good	UA R-4: 12. CEILING IS CRACKED AND SEPARATING BY VENT
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	66	76	77	78	50	50
<b>Mathematics (grades 3-8 and 11)</b>	61	68	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	484	471	97.31	2.69	75.58
Male	233	225	96.57	3.43	72.44
Female	251	246	98.01	1.99	78.46
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	244	239	97.95	2.05	81.59
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	59	58	98.31	1.69	63.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	129	125	96.90	3.10	74.40
Two or More Races	16	13	81.25	18.75	53.85
Socioeconomically Disadvantaged	122	118	96.72	3.28	61.02
English Learners	89	84	94.38	5.62	48.81
Students with Disabilities	41	36	87.80	12.20	38.89
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	484	466	96.28	3.72	67.60
Male	233	222	95.28	4.72	66.67
Female	251	244	97.21	2.79	68.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	244	234	95.90	4.10	83.76
Filipino	20	20	100.00	0.00	65.00
Hispanic or Latino	59	58	98.31	1.69	36.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	129	125	96.90	3.10	58.40
Two or More Races	16	14	87.50	12.50	50.00
Socioeconomically Disadvantaged	122	117	95.90	4.10	50.43
English Learners	89	82	92.13	7.87	52.44
Students with Disabilities	41	35	85.37	14.63	17.14
Students Receiving Migrant Education Services					
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 each of the Irvine Unified 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, Animation, Visual-Commercial Art)



- Production and Managerial Arts (Stage Technology, Film-Video Production)
- Engineering Design
- Software and Systems Development (Systems Programming, Web Design)
- Systems Diagnostics, Service, and Repair
- Entrepreneurship and Self-Employment

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 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, 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	817
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	12.4

### 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	98.95
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	59.1

### 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	12.3	16.1	66.0

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 of Irvine High have the opportunity to participate in PTSA, School Site Council, a wide range of academic, athletic, and performing arts booster clubs. Parents can become involved at the district level through various advisory committees and at the community level through the Irvine Public Schools Foundation.

### 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
Dropout Rate	2.1	2.2	1.2	1.5	2.3	1.6	9.7	9.1	9.6
Graduation Rate	95.8	95.5	97.1	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
Suspensions	2.2	1.7	1.8	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.1	0.2	0.0	0.0	0.0	0.1	0.1	0.1

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

Irvine High School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed, by the School Site Council and the School Safety Planning Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

We believe that safety is everyone’s responsibility and work together to ensure it. Two full time and one part-time campus supervisors enhance school safety and security. These supervisors attend workshops throughout the year on such topics as non-violent interventions, crisis intervention, multicultural awareness, and legal updates. Irvine High School has a cooperative relationship with the Irvine Police Department and the City of Irvine, and participates with them in the Officer on Campus Program, Operation Safe Campus, the Gang Network Program, and the Safe Community Task Force. All staff members support a Zero Tolerance policy for weapons of any kind and serious disciplinary actions are taken against any student who endangers the safety of others. Harassment is not tolerated.

### 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+
English	26	16	31	13	25	20	33	12	25	16	25	17
Mathematics	17	6	7		28	7	62	4	27	10	62	2
Science	28	8	44	8	28	8	47	3	29	3	48	5
Social Science	26	9	29	11	26	8	36	5	26	8	38	3

\*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
Academic Counselors*	995.5

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	4.3

\*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	\$6,934	\$563	\$6,370	\$89,523
District	N/A	N/A	\$5,630	\$81,988.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	12.3	4.7
<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	-13.1	6.5

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
<b>Beginning Teacher Salary</b>	\$47,823	\$48,612
<b>Mid-Range Teacher Salary</b>	\$85,411	\$74,676
<b>Highest Teacher Salary</b>	\$110,405	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$121,327	\$125,830
<b>Average Principal Salary (Middle)</b>	\$147,385	\$131,167
<b>Average Principal Salary (High)</b>	\$165,402	\$144,822

Category	District Amount	State Average For Districts In Same Category
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	11	N/A
Fine and Performing Arts	6	N/A
Foreign Language	2	N/A
Mathematics	7	N/A
Science	9	N/A
Social Science	22	N/A
All courses	57	35.3

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	5	5	5

Staff Development Days and Hours for 2016-2017 , 2017-2018, 2018-2019 equal a minimum of 3 days and 12 hours.

The primary area of focus for staff development for the 2014-2019 school years has been the ongoing development of collaboration through Professional Learning Community concepts as we worked to develop Common Core Standard Curriculum and formative assessments that guide our instruction. Our WASC self study data and action plan are used as a spring board for collaboration and guiding instruction along with formative assessments, end of course exams and anchor and benchmark exams and assignments. Staff development late starts are centered around department Professional Learning Communities which establish and work around their department Learning Cycles which focus on Goals and Focus Group responses to our WASC and School Plan for Student Achievement criteria categories.