

# Alternative Education - San Joaquin 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>	Alternative Education - San Joaquin High School
<b>Street</b>	3387 Barranca Pkwy.
<b>City, State, Zip</b>	Irvine, CA 92606
<b>Phone Number</b>	(949) 936-7440
<b>Principal</b>	Rebecca Roberts
<b>Email Address</b>	RebeccaRoberts@iusd.org
<b>Website</b>	<a href="http://iusd.org/sjhs/">http://iusd.org/sjhs/</a>
<b>County-District-School (CDS) Code</b>	30-73650-3030467

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

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

The missions of the San Joaquin Schools, San Joaquin High School and the Irvine Home School, are to prepare students academically, socially, and emotionally to be responsible, contributing members of a diverse, rapidly changing, and increasingly interdependent and interrelated global community.

Further, San Joaquin High School will prepare its graduates to be:

- EFFECTIVE COMMUNICATORS
- STRATEGIC THINKERS
- HEALTHY SELF-DIRECTED INDIVIDUALS
- CONTRIBUTING 21ST CENTURY CITIZENS

To our students, their families and our greater community: The 2014-2015 School Year began our 36th year as an alternative education program for Irvine young men, women, and their families. We were excited about the opportunity to support their educational and personal goals. Each professional staff member takes great pride in our mission and believes strongly in the effectiveness of alternative education. We are a workable and proven choice to Irvine's larger traditional high schools. The quality of education here will be superior if the student commits and determines to work hard.

San Joaquin High School (9-12 Independent Study) was established in the summer of 1979. It was the result of the efforts of a group of students, parents, teachers and administrators who challenged the assumption that the comprehensive high school is an appropriate learning environment for all students and that independent study was a very appropriate learning strategy for high school students.

The school relocated in September 2007 to our new site at the corner of Barranca Parkway and Harvard Street. The new school facilities are located on a 8.5 acres of a 20 acre school district site in west Irvine. The site, now officially called the Creekside Education Center, provides much more appropriate, state of the art instructional spaces for our students. We graduate 40-to-60 students each year. San Joaquin's graduation requirements are the same as the other high schools in the district. Additionally, San Joaquin participates in a process of ongoing self-study and program improvement and has received the maximum number of years of accreditation (six) from the Accrediting Commission of the Western Association of Schools and Colleges.

The economic and ethnic make-up of San Joaquin's students is diverse and represents the diversity of our traditional high schools and the District. English-speaking students represent the majority of the student population; however, a number of minority students represents a variety of ethnic backgrounds and speak many different languages.

San Joaquin staff put tremendous emphasis on facilitating personalized, disciplined learning that leads to achievement.

A student's presence at San Joaquin places greater personal responsibility and discipline to respond, not only to graduation requirements, but to prepare themselves academically, socially, and emotionally for "life after high school." We are committed to our students becoming independent learners who ultimately, are accountable for their own education, achievement of personal goals, and finding happiness. Habits are what one does repeatedly, and ultimately, we become what we do repeatedly. We ask students to take an honest look at themselves, develop a positive attitude, and do the right thing everyday. Our San Joaquin motto: "Every day is a new day to succeed." We believe in the power of those words and in the destiny of each student to grow and develop in positive successful ways. Each day, students prove the reality of those words by achieving academically, socially, and emotionally.

Irvine Home School (K-8 Independent Study) opened in the fall of 1990 and assists students, grades K-8, their parents and families who choose to provide quality educational experiences within the context of their own homes rather than participate in the more traditional school model while working with the highly skilled and well-trained professional Irvine Unified teaching staff.

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

Grade Level	Number of Students
Grade 1	1
Grade 7	2
Grade 8	10
Grade 10	3
Grade 11	4
Grade 12	5
<b>Total Enrollment</b>	<b>25</b>

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

Student Group	Percent of Total Enrollment
Asian	36
White	52
Two or More Races	12
Socioeconomically Disadvantaged	16
English Learners	8
Students with Disabilities	8
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	7.29	8.00	21.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1.20	0.20	1.00	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
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%

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

Our emphasis — to ensure a safe school environment for our students — includes the re-certification of our staff in disaster preparedness, such as search and rescue techniques, CPR/First Aid, and in-service activities related to school safety assessments, violence assessments, legal updates, gangs and gang identification, and aggressive involvement by all stakeholders in assuring a safe school environment. Apart from this, we have an annual district safety inspection.

Our continued success depends on close working relationships between district administrators and school faculty and staff, as well as the active participation of parents and community leaders. San Joaquin students and staff have an exceptionally excellent collaborative working relationship with the Irvine Police Department’s School Resource Officers and investigators. Students take pride in these relationships and the ability to keep San Joaquin safe.

### 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:** December 2016

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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<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>	87	76	77	78	50	50
<b>Mathematics (grades 3-8 and 11)</b>	79	70	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	25	21	84.00	16.00	76.19
Male	--	--	--	--	--
Female	15	13	86.67	13.33	69.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	11	10	90.91	9.09	80.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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	25	20	80.00	20.00	70.00
Male	--	--	--	--	--
Female	15	13	86.67	13.33	76.92

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	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	11	9	81.82	18.18	55.56
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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 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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	14
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	

Measure	CTE Program Participation
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	68.95
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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)

Our parents are involved in student-parent-staff conferences, home instruction with their sons and daughters, field days and field trips/Irvine Home School, instructional workshops and seminars/Irvine Home School.

### 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	7.1	9.1	9.1	1.5	2.3	1.6	9.7	9.1	9.6
Graduation Rate	92.9	81.8	81.8	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	2.4	0.0	0.0	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Our emphasis — to ensure a safe school environment for our students — includes the re-certification of our staff in disaster preparedness, such as search and rescue techniques, CPR/First Aid, and in-service activities related to school safety assessments, violence assessments, legal updates, gangs and gang identification, and aggressive involvement by all stakeholders in assuring a safe school environment. Apart from this, we have an annual district safety inspection.

Our continued success depends on close working relationships between district administrators and school faculty and staff, as well as the active participation of parents and community leaders. San Joaquin students and staff have an exceptionally excellent collaborative working relationship with the Irvine Police Department’s School Resource Officers and investigators. Students take pride in these relationships and the ability to keep San Joaquin safe.

## D. Other SARC Information

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

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

Grade Level	2016-17	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	2	1										
1	2	1			1	1			1	1		
2	1	1			2	1						
3	2	1			2	1						
4	4	1			1	1						
5	4	1			2	1						
6	8	1			4	1						
Other**												

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

\*\* “Other” category is for multi-grade level classes.

### 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	7	6			5	6			4	9		
Mathematics					7	7			3	9		
Science	6	4			5	5			4	5		
Social Science	7	10			7	7			6	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
Academic Counselors*	.0

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

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

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

\*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	\$48,295	---	\$48,295	\$75,785
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	158.2	4.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	135.4	6.3

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English		N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	2.2

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			

High quality staff development, like quality teaching, is learning-based, activity driven, focused on instructional improvement and is an on-going process of professional renewal. San Joaquin and Irvine Home School's Continuous Improvement Efforts enable professional staff to reexamine their assumptions about teaching and learning. Staff development activities include significant time to develop personalized responses to instructional improvement with both appropriate collegial and expert assistance networking. High quality staff development challenges professional staff to make learning dynamic, intellectually stimulating, and connected to thinking which goes beyond the classroom walls. Effective staff development creates a learning community among professional staff that strengthens the individual teacher and the bond among teachers. Tailored staff development activities are essential for maintaining and improving quality education.

District-wide general staff development activities included: performance assessment, thinking skills enhancement, Language Development Specialist credential training, technology-based skills training, diversity training, and content-based reading strategies.

Over the past three years the San Joaquin Schools (San Joaquin High School and Irvine Home School) staff development emphasis was on activities tailored to the needs of the school. Here is a partial listing of staff development activities:

- Students' personality and learning styles
- Results-based Learning and Assessment
- Instructional strategies for home school students/parents – making the most effective use of independent study
- Online Instruction
- CST Test Analysis and Implications
- Effective Reading and Writing Strategies in the Content Areas
- English-Language Arts – Normative writing
- Across the Curriculum Writing Standards Rubric

Pursuant to new state guidelines a total of three days per year are allocated for targeted staff development activities.