Irvine High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Irvine High School
Street	4321 Walnut Ave.
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-7000
Principal	Monica Colunga, Ed.D.
E-mail Address	monicacolunga@iusd.org
Grades Served	9-12
CDS Code	30-73650-3030152

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

School Description and Mission Statement (Most Recent Year)

Irvine High School opened its doors in 1976. It is one of four comprehensive high schools in the Irvine Unified School District and supports a population of 2036 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 2012 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.

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 think clearly and to solve problems.
- Demonstrate the ability to communicate effectively.
- Demonstrate an understanding of what it means to be members of their local, national, and global communities.
- Demonstrate knowledge of personal health issues and will exhibit positive interpersonal skills.
- Develop a realistic plan and to prepare for a successful (informed) transition from high school.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	539
Grade 10	504
Grade 11	464
Grade 12	461
Total Enrollment	1,968

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	44.4
Filipino	4.1
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.5
White	28.5
Two or More Races	3.7
Socioeconomically Disadvantaged	22.9
English Learners	10.7
Students with Disabilities	8.9
Foster Youth	0.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	74.62	85.66	88.57	1352.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	9.34	11.84	12	108.806

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	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 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2015. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2015. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2015. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2015. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2015. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	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)

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. A new 12 classroom building that will house our Social Science department was build 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)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	67	77	44
Mathematics	56	74	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
All Students	11	462	443	95.9	12	20	38	29
Male	11		234	50.6	15	23	36	26
Female	11		209	45.2	9	18	41	32
Black or African American	11		10	2.2	--	--	--	--
Asian	11		204	44.2	10	17	34	38
Filipino	11		19	4.1	5	16	42	37
Hispanic or Latino	11		78	16.9	14	35	45	6
Native Hawaiian or Pacific Islander	11		3	0.6	--	--	--	--
White	11		107	23.2	10	17	42	31
Two or More Races	11		15	3.2	20	7	40	33
Socioeconomically Disadvantaged	11		92	19.9	20	22	41	16
English Learners	11		39	8.4	38	49	13	0
Students with Disabilities	11		22	4.8	36	41	9	14
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	462	445	96.3	19	24	25	31
Male	11		236	51.1	19	25	24	32
Female	11		209	45.2	20	23	27	29
Black or African American	11		10	2.2	--	--	--	--
Asian	11		205	44.4	11	18	25	46
Filipino	11		19	4.1	16	16	42	26
Hispanic or Latino	11		78	16.9	38	33	18	10
Native Hawaiian or Pacific Islander	11		3	0.6	--	--	--	--
White	11		109	23.6	17	30	28	24
Two or More Races	11		14	3.0	21	36	36	7
Socioeconomically Disadvantaged	11		95	20.6	36	23	24	17
English Learners	11		39	8.4	33	33	15	18
Students with Disabilities	11		22	4.8	50	27	9	14
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	77	73	78	87	88	88	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	88
All Students at the School	78
Male	82
Female	75
Black or African American	25
American Indian or Alaska Native	--
Asian	86
Filipino	78
Hispanic or Latino	49
White	83
Two or More Races	86
Socioeconomically Disadvantaged	43
English Learners	40
Students with Disabilities	62
Foster Youth	--

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 2014-15)

Students at each of the Irvine Unified School District's five high schools have opportunities to participate in CTE coursework where students explore careers in graphic arts, automotive repair and maintenance, business, music technology and theater technology. Our students also participate in career exploration coursework provided through the local Regional Occupation Center Program. In response to the 2006 Carl D Perkins Career and Technical Education Improvement Act of 2006 we have developed programs of study leading to post-secondary employment or education programs in the Arts, Media and Entertainment and Transportation Industry sectors. These programs provide introductory through capstone coursework and articulations with the local community colleges. Job growth within these sectors is expected to grow in the 10 year period between 2010 and 2020 as indicated in the United States Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook (http://www.bls.gov/ooh/); Entertainment (Jobs for Theater, Dance and Music Performance): 10% projected average growth rate, Arts and Design (Jobs for Artists, Multimedia Artists and Designers, Graphic Designers, Set and Exhibit Designers: 11% projected average growth rate, and Transportation (Jobs in Automotive Repair and Maintenance: 17% projected average growth rate

By integrating Common Core Standards for the technical subjects, the CTE program supports academic achievement, focusing on content literacy and integration of knowledge and ideas with visual, performance and application skills. Three high schools have an Auto Shop on the premises that is accessible to all students in the district. We have articulation agreements or sequenced courses establishing a pathway for our students to continue their CTE career in an Associated Arts degree or certificate program at the community college. Because most of our students and their parents are interested in continuing their CTE career preparation at a four-year college or university, many of our college preparatory status for many of our CTE courses meet the UC a-g requirements for admission. The district is a member of the CTEoc (CTE Orange County) which facilitates Professional Learning Community and Advisory meetings with teachers, program administrators and industry representatives.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	353
% 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	20%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.75
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	56.29

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 English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	74	74	77	82	61	66	57	56	58
Mathematics	80	84	85	87	69	72	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	18	20	62	10	31	59
All Students at the School	23	20	57	15	36	49
Male	26	21	53	13	34	53
Female	21	18	61	17	38	45
Black or African American	67	25	8	75	25	
Asian	17	13	70	5	22	73
Filipino	22	17	61	11	50	39
Hispanic or Latino	42	19	39	45	42	13
White	23	29	49	15	49	36
Two or More Races	22	22	56	11	44	44
Socioeconomically Disadvantaged	36	25	39	32	40	28
English Learners	74	13	13	32	36	32
Students with Disabilities	68	13	20	59	29	12

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.70	20.80	61.20

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 (Most Recent Year)

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 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.80	0.70	2.10	1.90	2.40	2.60	13.10	11.40	11.50
Graduation Rate	96.79	97.97	96.79	95.82	95.48	95.78	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	98.36	97.2	84.6
Black or African American	93.33	100	76
American Indian or Alaska Native	100	100	78.07
Asian	98.44	98.2	92.62
Filipino	106.25	103.13	96.49
Hispanic or Latino	103.64	94.74	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	96	96.34	89.93
Two or More Races	95.24	94.19	82.8
Socioeconomically Disadvantaged	84.62	81.88	61.28
English Learners	77.78	77.46	50.76
Students with Disabilities	93.02	90.2	81.36
Foster Youth	--	--	--

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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	3.13	2.41	2.79	1.96	1.33	1.37	5.07	4.36	3.80
Expulsions	0.00	0.21	0.24	0.00	0.04	0.03	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13				2013-14				2014-15			
	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	27	11	28	8	26	14	17	21	25	16	40	3
Mathematics	30	2	26	16	31	5	26	25	22	2	8	
Science	30	1	41	5	31	1	33	14	29	6	36	9
Social Science	31	2	12	21	32	1	17	19	25	8	36	5

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.2	456
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	10.0	N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,959	$564	$5,395	$81,675
District	N/A	N/A	$4,650	$75,749
Percent Difference: School Site and District	N/A	N/A	16.0	7.8
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	0.9	11.9

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

Types of Services Funded (Fiscal Year 2014-15)

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 essentially 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 now start with a base level of per-student funding that varies slightly depending on grade levels. Then there's supplemental funding, which adds 20 percent of the base for each English-language learner, low-income student and foster youth. Finally, there's a third pot called a concentration grant that is equal to 50 percent of the entire base. But that's only for schools and districts where English-learners, low-income students and foster youth exceed 55 percent of the total enrollment, and IUSD isn't eligible.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,630	$43,165
Mid-Range Teacher Salary	$74,349	$68,574
Highest Teacher Salary	$96,107	$89,146
Average Principal Salary (Elementary)	$119,550	$111,129
Average Principal Salary (Middle)	$127,346	$116,569
Average Principal Salary (High)	$142,899	$127,448
Superintendent Salary	$249,900	$234,382
Percent of Budget for Teacher Salaries	39%	38%
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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	9	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	17	N/A
All courses	37	1.5

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Staff Development Days and Hours for 2015-2016 equal 3 days and 12 hours.

The primary area of focus for staff development for the 2013-2014 school year was the ongoing development in the structure of collaboration through Professional Learning Community concepts as we worked to develop Common Core Standard Curriculum. Our WASC self study data and action plan was 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 were centered around department established SMART Goals and Focus Group responses to our WASC and Single Plan for Student Achievement criteria categories.