

Woodbridge 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	Woodbridge High School
Street	2 Meadowbrook
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-7800
Principal	Chris Krebs
E-mail Address	christopherkrebs@iusd.org
Web Site	http://woodbridgehigh.org/
Grades Served	9-12
CDS Code	30-73650-3030285

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

School Description and Mission Statement (Most Recent Year)

Woodbridge High School is accredited by the Western Association of Schools and Colleges. It is one of four comprehensive high schools in the city of Irvine, California. The school is located in the planned residential community of Woodbridge which affords access to community athletic fields in addition to the facilities on the school's 22 acre campus. Current enrollment is 2480 students in grades 9-12.

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

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

There is strong student participation in the school's athletics and performing arts programs with over seventy-five percent of the student body involved. Thirty nine percent of the students participated in the athletics program with many teams reaching league finals. The athletic program actively promotes life-long physical health among students and community members by sponsoring an annual Invitational Cross Country Meet with over 11,000 runners and a Half Marathon with over 6,000 participants. Each year, the school's Marching Band, Concert Orchestra, and Jazz Band feature spectacular student performances. The drama and dance programs have featured talented students in dance, musical and dramatic performances.

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

Grade Level	Number of Students
Grade 9	642
Grade 10	627
Grade 11	596
Grade 12	615
Total Enrollment	2,480

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	35.4
Filipino	3.1
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.2
White	43.3
Two or More Races	3.8
Socioeconomically Disadvantaged	16.1
English Learners	8.1
Students with Disabilities	7.9

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	98.4	106.20	104.80	1352.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	15.20	15	14.6	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. All textbooks purchased are state-adopted, and are standards aligned.	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)

The school's 22 acre campus includes an award winning architectural plan, including a theater, library and media center, business and technology labs, auto shop, and athletic facilities. Off-campus soccer, baseball, and softball fields are located next to the campus as shared community facilities. The school recently completed a modernization and expansion. The expansion added a performing arts complex, fitness center, science lab, additional classrooms and swimming pool.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month 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				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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	79	77	44
Mathematics	66	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	580	565	97.4	8	13	32	47
Male	11		287	49.5	11	14	34	41
Female	11		278	47.9	5	12	29	54
Black or African American	11		9	1.6	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		209	36.0	5	11	29	55
Filipino	11		19	3.3	21	11	37	26
Hispanic or Latino	11		65	11.2	11	11	45	34
Native Hawaiian or Pacific Islander	11		2	0.3	--	--	--	--
White	11		241	41.6	9	14	30	47
Two or More Races	11		16	2.8	6	13	31	50
Socioeconomically Disadvantaged	11		77	13.3	16	23	32	29
English Learners	11		57	9.8	32	32	35	2
Students with Disabilities	11		39	6.7	38	33	23	5
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	580	564	97.2	14	19	27	39
Male	11		286	49.3	15	19	26	40
Female	11		278	47.9	14	20	28	37
Black or African American	11		9	1.6	--	--	--	--
American Indian or Alaska Native	11		1	0.2	--	--	--	--
Asian	11		209	36.0	5	11	22	61
Filipino	11		18	3.1	28	28	28	17
Hispanic or Latino	11		65	11.2	29	28	31	11
Native Hawaiian or Pacific Islander	11		2	0.3	--	--	--	--
White	11		241	41.6	17	22	31	29
Two or More Races	11		16	2.8	13	19	19	50
Socioeconomically Disadvantaged	11		77	13.3	31	30	21	17
English Learners	11		57	9.8	33	28	19	19
Students with Disabilities	11		39	6.7	67	18	13	3
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)	78	83	88	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	88
Male	87
Female	87
Black or African American	--
American Indian or Alaska Native	--
Asian	92
Filipino	100
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	--
White	86
Two or More Races	100
Socioeconomically Disadvantaged	45
English Learners	47
Students with Disabilities	72
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	398
% 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	98.31
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	55.94

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	83	77	81	82	61	66	57	56	58
Mathematics	85	88	90	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	19	21	60	10	35	54
Male	25	23	52	10	34	56
Female	12	19	69	10	37	52
Asian	15	16	68	4	20	76
Filipino	5	30	65	5	35	60
Hispanic or Latino	28	31	41	22	55	22
White	19	22	60	11	39	49
Two or More Races	26	17	57	9	32	59
Socioeconomically Disadvantaged	32	29	39	23	44	33
English Learners	71	19	10	28	55	17
Students with Disabilities	79	11	11	61	31	8

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	7.20	15.80	75.70

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.10	1.30	0.90	1.90	2.40	2.60	13.10	11.40	11.50
Graduation Rate	97.94	96.89	98.04	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	99.46	97.2	84.6
Black or African American	100	100	76
American Indian or Alaska Native	100	100	78.07
Asian	98.95	98.2	92.62
Filipino	104.35	103.13	96.49
Hispanic or Latino	100	94.74	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	100.4	96.34	89.93
Two or More Races	88.89	94.19	82.8
Socioeconomically Disadvantaged	97.5	81.88	61.28
English Learners	86.49	77.46	50.76
Students with Disabilities	104.05	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	3.10	1.52	1.26	1.96	1.33	1.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.04	0.00	0.04	0.03	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Woodbridge High School has developed a comprehensive Safe School Plan to ensure a safe learning environment for all students. The plan was reviewed and updated on October 28, 2015. The plan was discussed with faculty on October 28, 2015 as a part of staff development. Key elements of this plan include: 1. Assessing the current status of school crime committed on the school campus and at school related functions, 2a. Child abuse reporting procedures, 2b. Disaster procedures-routine and emergency, 2c. Policies for suspension, expulsion and mandatory expulsion, 2d. Procedures for notification of staff regarding dangerous students, 2e. Policies on sexual harassment, 2f. Policy relating to school dress code (especially gang-related apparel), 2g. Procedures for safe ingress and egress of pupils, parents and school employees to and from school, 2h. Procedures that create a safe and orderly environment conducive to learning at school, 2i. Rules and procedures on school discipline.

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	32	9	16	51	31	10	19	52	30	13	24	48
Mathematics	32	8	13	49	32	9	11	52	25	5	1	7
Science	33	5	8	48	34	3	10	49	32	3	21	43
Social Science	34	3	12	45	33	4	17	43	30	9	33	27

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	5.4	516
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.55	N/A
Psychologist	1.8	N/A
Social Worker	0	N/A
Nurse	0.7	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist	12.6	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,305	\$256	\$5,049	\$76,083
District	N/A	N/A	\$4,650	\$75,749
Percent Difference: School Site and District	N/A	N/A	8.6	0.4
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-5.6	4.3

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	3	N/A
English	10	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	15	N/A
Social Science	16	N/A
All courses	52	1.1

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

Professional Development (Most Recent Three Years)

The staff development activities are:

- To help guide the implementation of the Common Core Standards, a series of staff development was planned to support the transition. Key features of the plan: to be knowledgeable of the Common Core State Standard and SMARTER Balanced assessments, be aware of the College and Career Anchor Standards, discuss the difference between rigor and difficulty, explore the meaning depth of knowledge for each content area, close reading and complex text, and steps to the alignment of curriculum, instructional materials, and assessments.
- To support student learning for all students by using data analysis of common assessments to identify areas of concern and implement research-based classroom and school-wide interventions.
- To promote the most rigorous and relevant courses for students to increase access to upper level/advanced classes and career pathways
- Professional development and training sessions throughout the year on how to integrate technology into their classroom (Canvas, Google, flipteaching, Schoolnet, Qwizdom, and Aeries).

Activities are completed via sixteen two hour late start meetings throughout the year and one full day staff development day. Also, staff are provided release days throughout the year from district funding to support PLC time up to three days per teacher. The site also supports both conference attendance and payment of release time through LCAP funds and donations from PTSA.