

Alternative Education - San Joaquin High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Alternative Education - San Joaquin High School
Street	3387 Barranca Pkwy.
City, State, Zip	Irvine, CA 92606
Phone Number	(949) 936-7400
Principal	Rebecca Roberts
Email Address	RebeccaRoberts@iusd.org
School Website	ivasecondary.iusd.org
County-District-School (CDS) Code	30-73650-3030467

2022-23 District Contact Information

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

2022-23 School Overview

As we come together from all over our school district, San Joaquin Schools (IUSD Virtual Academy) is a wonderful place for students to learn and grow. San Joaquin Middle and High Schools (IUSD Virtual Academy) is a 100% online school grades 7 - 12. We recognize the importance of supporting the social/emotional well being of our students. We want your students to know that they are valued, appreciated and the most important part of our school. Our school community values positive academic and social growth, believes in a rigorous well-rounded education, values diversity, and looks out for the best interest of children. In Irvine Unified School District, we promise to provide the highest quality educational experience we can envision. We evaluate our effects on student learning and achievement by focusing on evidence of student learning. IUSD educators acknowledge the importance of many different types of assessments, or multiple measures, as part of a balanced assessment system in determining our effect.

This is a time of great potential and promise for our students. At IUSD Virtual Academy we recognize that we have been given a huge responsibility. Our educational platform is designed to allow students to access a rigorous curriculum in a collaborative environment that meets the standards of our district as well as the unique needs of each student. The IUSD Virtual Academy promotes a shared responsibility of learning and recognizes the value of the role of our parents and staff in the success of our student.

Our Mission: San Joaquin High School is dedicated to helping students achieve their individual potential through academic and personal growth.

Our Vision: Our vision is to empower students as lifelong learners, to acquire, demonstrate and value the knowledge and skills needed to participate in and contribute to the global world and embody the core values of commitment, honor and self-direction.

Student Learner Outcomes (SLO):

- 1) Effective Communicators
- 2) Critical Thinkers
- 3) Self-Directed Individuals
- 4) Contributing Community Members

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	97
Grade 8	129
Grade 9	68
Grade 10	108
Grade 11	124
Grade 12	190
Total Enrollment	716

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.1
Asian	52.1
Black or African American	3.9
Filipino	3.5
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.1
White	20.9
English Learners	14.0
Foster Youth	0.3
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	27.9
Students with Disabilities	10.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	401.00	90.41	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	0.74	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	35.40	7.98	39.10	2.85	12115.80	4.41
Unknown	3.80	0.86	51.70	3.77	18854.30	6.86
Total Teaching Positions	443.60	100.00	1371.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.20	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	
Local Assignment Options	34.80	
Total Out-of-Field Teachers	35.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2022

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, 2022. 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, 2022. 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, 2022. 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, 2022. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. 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, 2022. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.	Yes	0%

School Facility Conditions and Planned Improvements

For the 22-23 School year, San Joaquin schools (IUSD Virtual Academy) is 100% online.

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.

Year and month of the most recent FIT report

12/8/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			OFC: 4. WATER STAIN CEILING TILES IN HALLWAY RM 10: 4. WATER STAIN CEILING TILES RM 13: 4. WATER STAIN CEILING TILES RM 4: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			RM 14: 15. WINOW SCREEN HAS HOLES

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	72	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	63	N/A	68	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	323	90.73	9.27	71.65
Female	161	143	88.82	11.18	78.32
Male	195	180	92.31	7.69	66.29
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	187	175	93.58	6.42	77.59
Black or African American	16	13	81.25	18.75	33.33
Filipino	14	14	100.00	0.00	78.57
Hispanic or Latino	48	40	83.33	16.67	47.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	23	100.00	0.00	73.91
White	68	58	85.29	14.71	75.86
English Learners	35	30	85.71	14.29	26.67
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	14	82.35	17.65	57.14
Socioeconomically Disadvantaged	92	85	92.39	7.61	63.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	26	76.47	23.53	40.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	356	318	89.33	10.67	63.46
Female	161	145	90.06	9.94	66.90
Male	195	173	88.72	11.28	60.59
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	187	174	93.05	6.95	75.00
Black or African American	16	13	81.25	18.75	16.67
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	48	39	81.25	18.75	34.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	23	21	91.30	8.70	65.00
White	68	57	83.82	16.18	60.71
English Learners	35	29	82.86	17.14	27.59
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	13	76.47	23.53	38.46
Socioeconomically Disadvantaged	92	82	89.13	10.87	45.68
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	34	26	76.47	23.53	21.74

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.73	NT	61.37	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	439	409	93.17	6.83	43.73
Female	223	204	91.48	8.52	44.83
Male	216	205	94.91	5.09	42.65
American Indian or Alaska Native	--	--	--	--	--
Asian	245	230	93.88	6.12	50
Black or African American	17	15	88.24	11.76	14.29
Filipino	11	11	100	0	54.55
Hispanic or Latino	46	41	89.13	10.87	35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100	0	45.83
White	95	87	91.58	8.42	34.48
English Learners	44	39	88.64	11.36	5.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	31	28	90.32	9.68	7.14
Socioeconomically Disadvantaged	128	121	94.53	5.47	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	25	83.33	16.67	33.33

2021-22 Career Technical Education Programs

Students at Irvine Virtual Academy have opportunities to participate in the following Career and Technical Education (CTE) coursework:

- Information and Communication Technology (Cybersecurity, Computer Science)
- Business Principles
- Medical Terminology
- Computer Graphics
- Public Safety
- Agriculture and Natural Resources

CTE courses provide students the opportunity to explore high demand career industry sectors that are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program. Many 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 a strong guidance-counseling component where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career. In addition, Irvine Virtual Academy has a College/Career Specialist, along with a Coastline ROP Career Specialist that provide students with additional guidance and support to prepare students for a postsecondary education or employment, if they choose.

The district's partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in various industry sectors, for in-person instruction. The CTE program includes courses that articulate with regional community colleges and many culminate in industry-recognized certifications.

The district is a member of regional consortiums including participating members in OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, and Orange County Business Council. Teachers participate in professional development and network with business and industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community participate in the career and technical education advisory committee.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	279
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.17
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	64.72

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	27.84%	27.84%	27.84%	27.84%	27.84%
Grade 9	27.69%	27.69%	27.69%	27.69%	27.69%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At San Joaquin Schools (IUSD Virtual Academy) there are many opportunities for parent involvement. We have our PTSA, our school site council, parent/teacher conferences, daily teacher office hours, parent education virtual nights, and back to school night.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	5.1		2.4	2.7		8.9	7.8
Graduation Rate		--	91.6		94.6	94.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	215	197	91.6
Female	128	117	91.4
Male	87	80	92.0
American Indian or Alaska Native	--	--	--
Asian	124	117	94.4
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	14	12	85.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	11	9	81.8
White	57	50	87.7
English Learners	66	62	93.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	89	79	88.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	17	13	76.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	933	850	37	4.4
Female	471	423	22	5.2
Male	462	427	15	3.5
American Indian or Alaska Native	1	1	0	0.0
Asian	463	437	11	2.5
Black or African American	46	36	0	0.0
Filipino	28	26	0	0.0
Hispanic or Latino	124	109	11	10.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	70	60	3	5.0
White	199	180	12	6.7
English Learners	138	125	2	1.6
Foster Youth	3	2	0	0.0
Homeless	6	6	0	0.0
Socioeconomically Disadvantaged	287	253	14	5.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	90	11	12.2

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.73	2.45
Expulsions	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.02	0.00	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

For the 22-23 School year, San Joaquin schools (IUSD Virtual Academy) is 100% online.

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.

In order to keep the virtual learning environment safe, we utilize authentication measures in our zoom classrooms along with other internet security measures.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	9		
Mathematics	3	12		
Science	5	5		
Social Science	9	7	1	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	28	44	91
Mathematics	31	13	37	91
Science	34		35	94
Social Science	33	6	32	95

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	14	13	7
Mathematics	26	6	17	5
Science	27	6	12	5
Social Science	24	14	13	5

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	358

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3841	\$20	\$3820	\$89151
District	N/A	N/A	5796	\$86,958
Percent Difference - School Site and District	N/A	N/A	-41.1	2.5
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-53.3	4.3

2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with 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) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,071	\$51,081
Mid-Range Teacher Salary	\$89,426	\$77,514
Highest Teacher Salary	\$115,594	\$105,764
Average Principal Salary (Elementary)	\$144,393	\$133,421
Average Principal Salary (Middle)	\$152,197	\$138,594
Average Principal Salary (High)	\$174,854	\$153,392
Superintendent Salary	\$335,993	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	35.3
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	2
Foreign Language	4
Mathematics	4
Science	6
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

Professional Development

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's (IUSD Virtual Academy) 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 this year focused on teaching in a virtual environment.

Pursuant to new state guidelines a total of three days per year are allocated for targeted staff development activities as well as an additional 12 hours of professional learning were provided in one hour increments over 12 days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	15	15