

# Irvine High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

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

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

### **School Description and Mission Statement (School Year 2018-19)**

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

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

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

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

**Students will be able to:**

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

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	502
<b>Grade 10</b>	498
<b>Grade 11</b>	534
<b>Grade 12</b>	521
<b>Total Enrollment</b>	2,055

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.1
Asian	50.2
Filipino	4.2
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.6
White	26.4
Socioeconomically Disadvantaged	25.8
English Learners	13.9
Students with Disabilities	8.1
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	89.00	91.72	87.95	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	12.18	4.00	1.84	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Foreign Language</b>	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	Yes	0%
<b>Health</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	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. In the Summer and Fall Of 2018 our Math and World Language buildings were modernized. An additional Laboratory classroom was developed by reconfiguring a large classroom in our Science building. In the Summer of 2018 all fluorescent light fixtures were replaced with LED light fixtures. A new 12 classroom building that houses our Social Science department was built in the summer and fall of 2015. The synthetic turf and all weather track were replaced in the stadium during the summer of 2015. Light fixtures throughout the campus have been replaced to provide better lighting. The City of Irvine completely renovated the swimming complex. New landscaping has been added and painting of the exterior façade has taken place. Cemented walkways are inspected and replaced for safety. The Irvine Fire Department inspects the facilities for safety annually and the district's Safety and Security Department inspect quarterly. Work orders and repairs are ongoing and attended to in a timely fashion.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	M4: 4. CEILING TILES ARE MISSING IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	S6: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) UA R-4: 12. CEILING IS CRACKED AND SEPARATING BY VENT
<b>Structural:</b> Structural Damage, Roofs	Good	UA R-4: 12. CEILING IS CRACKED AND SEPARATING BY VENT
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/15/2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	77.0	66.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	65.0	61.0	74.0	74.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	533	512	96.06	66.41
Male	265	258	97.36	59.30
Female	268	254	94.78	73.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	287	276	96.17	73.19
Filipino	24	24	100.00	66.67
Hispanic or Latino	65	63	96.92	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	121	95.28	58.68
Two or More Races	16	16	100.00	68.75
Socioeconomically Disadvantaged	140	132	94.29	50.00
English Learners	99	91	91.92	28.57
Students with Disabilities	36	35	97.22	31.43
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	533	513	96.25	60.62
Male	265	257	96.98	52.92
Female	268	256	95.52	68.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	287	274	95.47	75.91
Filipino	24	23	95.83	39.13
Hispanic or Latino	65	64	98.46	40.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	127	123	96.85	46.34
Two or More Races	16	16	100	50
Socioeconomically Disadvantaged	140	135	96.43	40.74
English Learners	99	92	92.93	50
Students with Disabilities	36	35	97.22	25.71
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

Students at each of the Irvine High School have opportunities to participate in Career and Technical Education (CTE) coursework that provides them with the skills to pursue careers in high demand industries in Southern California. The career pathways leading to post-secondary employment and college or university education programs are; Digital, Visual and Media Arts, Production and Managerial Arts – Theater Stage Craft and Video Production, Engineering Design, Information and Communication Technologies, Entrepreneurship, and Automotive Service-Repair and Maintenance. CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program and satisfy high school graduation requirements. 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.

The district’s partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in all industry sectors. The CTE program includes courses that articulate with regional community colleges.

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

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	801
% 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	70%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	60.4

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.2	17.2	68.0

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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	2.4	2.1	2.2	2.8	1.5	2.3	10.7	9.7	9.1
<b>Graduation Rate</b>	96.6	95.8	95.5	94.7	96.3	94.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	97.4	94.3	88.7
<b>Black or African American</b>	75.0	90.9	82.2
<b>American Indian or Alaska Native</b>	100.0	100.0	82.8
<b>Asian</b>	100.0	96.4	94.9
<b>Filipino</b>	100.0	97.4	93.5
<b>Hispanic or Latino</b>	96.3	88.3	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	96.0	94.3	92.1
<b>Two or More Races</b>	100.0	86.4	91.2
<b>Socioeconomically Disadvantaged</b>	98.9	100.0	88.6
<b>English Learners</b>	75.0	65.8	56.7
<b>Students with Disabilities</b>	100.0	70.7	67.1
<b>Foster Youth</b>	0.0	100.0	74.1

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	2.1	2.2	1.7	1.2	1.6	1.2	3.7	3.7	3.5
<b>Expulsions</b>	0.2	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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

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

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

Subject	2015-16				2016-17				2017-18			
	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+
<b>English</b>	26.0	15	35	8	26.0	16	31	13	25.0	20	33	12
<b>Mathematics</b>	23.0	2	9		17.0	6	7		28.0	7	62	4
<b>Science</b>	30.0	1	47	5	28.0	8	44	8	28.0	8	47	3
<b>Social Science</b>	27.0	7	29	12	26.0	9	29	11	26.0	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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	447
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.63	N/A
Psychologist	2.0	N/A
Social Worker	0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,749	\$501	\$6,248	\$86,196
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	11.5	4.7
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-13.1	6.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	10	N/A
Fine and Performing Arts	5	N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	9	N/A
Social Science	21	N/A
All courses	53	33.2

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

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

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