

Woodbridge 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)

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/
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 (School Year 2018-19)

Woodbridge High School is accredited by the Western Association of Schools and Colleges. It is one of five 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 2466 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 plan to continue their education in colleges or universities. Fifty two percent of students at WHS are enrolled in honors and/or advanced placement courses. Nineteen 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: "A commitment to excellence is the hallmark of the Irvine Unified School District. 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. Over 1100 students (44%) participate in our athletics program with many teams reaching league finals. Sportsmanship, team-work, and integrity are core values which are stressed at every level of participation. 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 feature talented students in dance, musical, and dramatic performances.

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

Grade Level	Number of Students
Grade 9	590
Grade 10	589
Grade 11	638
Grade 12	610
Total Enrollment	2,427

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	0.3
Asian	36.1
Filipino	3.9
Hispanic or Latino	11.4
Native Hawaiian or Pacific Islander	0.2
White	40.7
Socioeconomically Disadvantaged	22.7
English Learners	8.6
Students with Disabilities	7.9
Foster Youth	0.0

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	108.20	109.40	107.05	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	13.00	4.20	4.17	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
Reading/Language Arts	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%
Mathematics	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%
Science	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%
History-Social Science	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%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 completed a modernization and expansion in 2013 that added a performing arts complex, fitness center, science lab, additional classrooms and swimming pool. A new Modernization plan will add a 700 seat theater complex, as well as additional classroom and audition spaces.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	2ND FLR K208: 4. WATER STAIN CEILING TILE IN HALLWAY BOYS RR: 4. WATER STAIN CEILING TILE IN HALLWAY E101: 4. WATER STAIN CEILING TILE IN HALLWAY/ CEILING TILES ARE CRACKED WITH HOLES E105: 4. CEILING TILE HAS HOLE 7. OUTLET COVER MISSING ABOVE DOOR IN PREP ROOM/ LIGHT PANEL IS LOOSE H104: 4. WATER STAIN CEILING TILES 14. HOLES IN CONCRETE AT ENTRY/ TRIP HAZARD J204: 4. WATER STAIN IN SKYLIGHT IN HALLWAY K205: 4. WATER STAIN CEILING TILE IN HALLWAY
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	E105: 4. CEILING TILE HAS HOLE 7. OUTLET COVER MISSING ABOVE DOOR IN PREP ROOM/ LIGHT PANEL IS LOOSE K110: 7. OUTLET COVER IS LOOSE/ OUTLET COVER IS MISSING K201: 7. OUTLET COVER IS MISSING ON CEILING IN HALLWAY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	E106: 11. PAINT IS CHIPPING ON DOOR G101: 11. PAINT IS CHIPPING ON DOOR J 113: 11. PAINT IS CHIPPING ON DOOR J102: 11. PAINT IS CHIPPING ON DOOR J103: 11. PAINT IS CHIPPING ON DOOR K 101: 11. PAINT IS CHIPPING ON DOUBLE DOORS AT MAIN ENTRY L 101: 11. PAINT IS CHIPPING ON DOOR L 102: 11. PAINT IS CHIPPING ON DOOR L 103: 11. PAINT IS CHIPPING ON DOOR

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
Structural: Structural Damage, Roofs	Good	*P 4: H104: 4. WATER STAIN CEILING TILES 14. HOLES IN CONCRETE AT ENTRY/ TRIP HAZARD P S 1:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	G202: 15. WINDOW SCREEN IS MISSING MEDIA CENTER: 14. TRIP HAZARD ON WALKWAY AT ENTRY

Overall Facility Rating (Most Recent Year)

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

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)	80.0	81.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	68.0	71.0	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	605	603	99.67	80.76
Male	331	330	99.70	77.27

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	274	273	99.64	84.98
Black or African American	17	17	100.00	70.59
American Indian or Alaska Native	--	--	--	--
Asian	234	233	99.57	83.69
Filipino	28	28	100.00	85.71
Hispanic or Latino	57	57	100.00	64.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	239	238	99.58	81.09
Two or More Races	28	28	100.00	85.71
Socioeconomically Disadvantaged	139	138	99.28	70.29
English Learners	83	82	98.80	56.10
Students with Disabilities	30	29	96.67	34.48
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	605	602	99.5	70.76
Male	331	329	99.4	68.09
Female	274	273	99.64	73.99
Black or African American	17	17	100	52.94
American Indian or Alaska Native	--	--	--	--
Asian	234	233	99.57	85.84
Filipino	28	28	100	78.57
Hispanic or Latino	57	56	98.25	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	239	238	99.58	64.71
Two or More Races	28	28	100	53.57
Socioeconomically Disadvantaged	139	137	98.56	56.2
English Learners	83	81	97.59	65.43
Students with Disabilities	30	28	93.33	17.86
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 Woodbridge 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, Information and Communication Technologies, 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	485
% 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	72%

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	98.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	69.8

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	11.5	17.9	66.2

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 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 Corps 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 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
Dropout Rate	1.9	0.7	1.3	2.8	1.5	2.3	10.7	9.7	9.1
Graduation Rate	95.2	97.4	96.1	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
All Students	96.1	94.3	88.7
Black or African American	100.0	90.9	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	99.5	96.4	94.9
Filipino	100.0	97.4	93.5
Hispanic or Latino	89.8	88.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	95.7	94.3	92.1
Two or More Races	81.0	86.4	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	71.4	65.8	56.7
Students with Disabilities	100.0	70.7	67.1
Foster Youth	100.0	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
Suspensions	1.7	1.9	1.3	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Woodbridge High School has developed a comprehensive Safe School Plan to ensure a safe learning environment for all students. The plan was discussed with faculty on October 8, 2018 as a part of staff development. The plan was approved at School Site Council on November 14, 2018. Key elements of this plan include: WHS information on annual drills and review of procedures for evacuation; school data on suspensions and expulsions, staffing, monitoring systems, and student discipline expectations.

WHS suspended students for 40 incidents in 2017-18, and had zero expulsions. WHS has implemented a PBIS model and was recognized as a Silver School from PBIS for 2017-18. For 2018-19, WHS has also begun a discipline advisory committee that will be examining the implementation of PBIS activities, our MTSS model, and a variety of interventions to support student learning and behavior. The school discipline policy and expectations for student behavior are updated annually and published in the student planner and the course of study. WHS has two full time and one part time CCA to ensure the campus is safe at all times, as well as a full time School Resource Officer employed by Irvine Police Department. WHS also has an extensive camera system to monitor student behavior in common areas and hallways. This system is under continuous enhancement and refurbishment by the district. WHS has also implemented a visitor check in system using a raptor system that allows the school district to ensure visitors on campus are cleared.

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+
English	30.0	13	20	49	30.0	15	18	51	29.0	18	19	50
Mathematics	23.0	7	2	6	20.0	10	4	4	28.0	14	32	36
Science	31.0	8	20	36	31.0	9	20	34	32.0	4	25	42
Social Science	32.0	6	18	44	31.0	6	26	38	30.0	6	36	29

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	5.4	449
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.55	N/A
Psychologist	2.4	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	2.375	N/A
Resource Specialist (non-teaching)	13.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,190	\$356	\$5,834	\$82,279
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	4.7	0.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-19.9	1.9

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	11	N/A
Fine and Performing Arts	4	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	19	N/A
Social Science	16	N/A
All courses	59	40.1

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)

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 (SBAC/CAASPP), be aware of the College and Career Readiness Standards, discuss the difference between rigor and difficulty, explore the meaning and depth of knowledge for each content area, implement and evaluate strategies regarding close reading and text complexity, and develop 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

* With the shift to an eight-period block, we have an Instructional Transition Team in place that has hosted a variety of activities and strategy sessions for teachers to implement. Our team has focused on engagement and student movement for the fall, and will be focusing on how to balance homework and pacing for the Spring. Team are also working to determine interventions for student struggling and new ideas for making the 85 minute period effective.

- Professional development and training sessions throughout the year on how to integrate technology into their classroom (Canvas, Google, flip teaching, Schoolnet, Nearpod, Qwizdom, and Aeries).

Activities are completed via weekly one hour late start meetings throughout the year (approximately 30) and one full day staff development day. Staff also participate in an additional all staff meeting each semester, providing information and support on school initiatives, goal setting, and student wellness. 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.