

University High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	University High School
Street	4771 Campus Drive
City, State, Zip	Irvine, CA 92612
Phone Number	(949) 936-7600
Principal	Kevin Astor
Email Address	kevinastor@iusd.org
School Website	https://universityhigh.iusd.org/
County-District-School (CDS) Code	30-73650-3035102

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Our mission is to enable each student to become a contributing member of society with an appreciation for complexity and ambiguity, empowered with the knowledge, skills, and values necessary to meet the challenges of a changing world by providing the highest quality educational experience we can envision.

As parents and community members, we invite you to join us to continue to set high expectations for our students that will help them be successful in their post high school experiences. Educating our youth must be a partnership. Together, we will build a better tomorrow.

University High School, located in the southern part of the Irvine Unified School District, serves 2,170 students with an additional 60 who are a part of our County Deaf and Hard of Hearing Program grades 9-12. The ethnic and socioeconomic make-up of the student body represents a rich and varied mix. Ninety-six percent of University High's graduates enter post-secondary institutions. Of these, 56% enter four-year universities and colleges, while 40% of our graduates enter community college. University High students have consistently been successful in national and state academic awards programs such as the National Merit Scholarship Program, where 32 students qualified as semi-finalists in fall of 2023 (the highest number in Orange County). English speaking students make up a majority of our population.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	527
Grade 10	577
Grade 11	537
Grade 12	523
Total Enrollment	2,164

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.1%
American Indian or Alaska Native	0.1%
Asian	40.2%
Black or African American	2.5%
Filipino	2.4%
Hispanic or Latino	12.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	9.2%
White	33.1%
English Learners	5%
Foster Youth	0.3%
Homeless	0.4%
Socioeconomically Disadvantaged	21%
Students with Disabilities	6.3%

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)	55.00	82.76	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)	3.90	5.96	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	2.12	39.10	2.85	12115.80	4.41
Unknown	6.00	9.13	51.70	3.77	18854.30	6.86
Total Teaching Positions	66.40	100.00	1371.80	100.00	274759.10	100.00

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)	75.30	89.25	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	3.43	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.05	11.40	0.79	11953.10	4.28
Unknown	5.20	6.24	83.80	5.82	15831.90	5.67
Total Teaching Positions	84.40	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	3.90	2.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.90	2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.30	0.00
Local Assignment Options	1.00	0.80
Total Out-of-Field Teachers	1.40	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	10.3	7.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.4	3.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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, 2023. 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 2023. 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 2023. 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 2023. 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 2023. 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, 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

University High School strives to ensure and maintain a clean, safe, and functional campus. A google form allows for immediate response to any Facilities-related issues. Each year the administrative team alongside with the plant manager and IT team reevaluate instructional needs on campus as they relate to facilities in order to maintain an environment that meets the needs of students and teachers. In June 2016, Irvine voters passed Measure E, a school facilities bond estimated at \$319 million. In 2018, Science classrooms and labs, over 25 years old, were remodeled and modernized in order to better accommodate the courses taught in them as well as bring them up to code. The next phase of the Measure E funds will be to construct and upgrade a brand new Theater and VAPA classrooms with an anticipated start date of 2025. Attention has also been devoted to our athletic facilities. During the 2022-23 School year, the district maintenance team invested over \$50K in a complete renovation of our baseball stadium field. In addition, we are close to completion on a joint school-site / district project to install a new scoreboard for our softball field. Installation of brand new turf is planned for the spring of 2023.

The wireless network was updated and completed by January of 2019 in order to continue improving access to online resources and tools. University High School regularly invests in technology to support the instructional program. Each classroom is equipped with a computer, LCD projector, screen, and document camera. There are three computer labs for student use and the library has over 70 devices available to students. At least 35 classroom teachers have full sets of laptops or chromebooks for student use during instructional time.

Year and month of the most recent FIT report

11/2/2023

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		201: 4. CARPET MOLDING IS MISSING AT THRESHOLD 202: 4. CARPET MOLDING IS MISSING AT THRESHOLD 12. DRY ROT ON EAVE 203: 4. WATER STAIN CEILING TILES 10. FIRE EXTINGUISHER IS MISSING 204: 4. WATER STAIN CEILING TILES 206: 4. CEILING TILE IS BROKEN 210: 4. WATER STAIN CEILING TILES 211: 4. WATER STAIN CEILING TILES 212: 4. WATER STAIN CEILING TILES 217: 4. WATER STAIN CEILING TILES 218: 4. WATER STAIN CEILING TILES 219: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM 303: 4. CEILING TILES ARE LOOSE 304: 4. CEILING TILES ARE LOOSE 305: 4. CEILING TILES ARE LOOSE 310: 4. WATER STAIN CEILING TILES/ RUBBER MOLDING OF MISSING AT BASE OF WALL 401: 4. WATER STAIN CEILING TILES 501: 4. WATER STAIN CEILING TILES 502: 4. WATER STAIN CEILING TILES 509A: 4. WATER STAIN CEILING TILES 511: 4. WATER STAIN CEILING TILES 512: 4. WATER STAIN CEILING TILES 702: 4. WATER STAIN CEILING TILES 703: 4. WATER STAIN CEILING TILES 704: 4. WATER STAIN CEILING TILES 705: 4. WATER STAIN CEILING TILES 10. EYE WASH STATION IS NOT WORKING 707: 4. WATER STAIN CEILING TILES 708: 4. WATER STAIN CEILING TILES

School Facility Conditions and Planned Improvements

			709: 4. WATER STAIN CEILING TILES 710: 4. WATER STAIN CEILING TILES 711: 4. WATER STAIN CEILING TILES 713: 4. WATER STAIN CEILING TILES LIBRARY: 4. WATER STAIN CEILING TILES PRINCIPAL: 4. WATER STAIN CEILING TILES IN HALLWAY STORAGE: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		207/208: 7. OUTLET COVER IS BROKEN 221: 7. ETHERNET BOX IS LOOSE ON WALL 311: 7. ELECTRICAL COVER IS MISSING ON WALL 513: 7. OUTLET COVER IS MISSING/ ELECTRICAL COVER IS BROKEN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		203: 4. WATER STAIN CEILING TILES 10. FIRE EXTINGUISHER IS MISSING 705: 4. WATER STAIN CEILING TILES 10. EYE WASH STATION IS NOT WORKING
Structural: Structural Damage, Roofs	X		202: 4. CARPET MOLDING IS MISSING AT THRESHOLD 12. DRY ROT ON EAVE 205: 12. DRY ROT ON EAVE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		219: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM 222: 14. CEMENT IS BROKEN AT DOOR ENTRY 510: 14. TRIP HAZARD ON WALKWAY TOWARDS BASEBALL FIELD

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	75	75	75	75	47	46
Mathematics (grades 3-8 and 11)	70	73	68	69	33	34

2022-23 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	528	517	97.92	2.08	74.66
Female	259	254	98.07	1.93	76.77
Male	267	261	97.75	2.25	72.41
American Indian or Alaska Native	0	0	0	0	0
Asian	202	200	99.01	0.99	87.00
Black or African American	11	10	90.91	9.09	--
Filipino	13	13	100.00	0.00	69.23
Hispanic or Latino	72	70	97.22	2.78	52.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	79.07
White	186	180	96.77	3.23	71.67
English Learners	15	14	93.33	6.67	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	18	90.00	10.00	55.56
Socioeconomically Disadvantaged	114	111	97.37	2.63	53.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	25	86.21	13.79	28.00

2022-23 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	528	511	96.78	3.22	72.75
Female	259	251	96.91	3.09	73.71
Male	267	258	96.63	3.37	71.60
American Indian or Alaska Native	0	0	0	0	0
Asian	202	198	98.02	1.98	90.40
Black or African American	11	10	90.91	9.09	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	72	67	93.06	6.94	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	74.42
White	186	179	96.24	3.76	66.48
English Learners	15	12	80.00	20.00	41.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	17	85.00	15.00	56.25
Socioeconomically Disadvantaged	114	106	92.98	7.02	44.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	23	79.31	20.69	30.43

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	67.06	71.92	61.37	64.04	29.47	30.29

2022-23 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	1033	1019	98.64	1.36	71.71
Female	514	509	99.03	0.97	69.88
Male	514	505	98.25	1.75	73.47
American Indian or Alaska Native	0	0	0	0	0
Asian	422	421	99.76	0.24	82.86
Black or African American	22	20	90.91	9.09	30.00
Filipino	23	23	100.00	0.00	78.26
Hispanic or Latino	116	111	95.69	4.31	50.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	90	98.90	1.10	80.00
White	357	352	98.60	1.40	65.34
English Learners	36	35	97.22	2.78	5.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	33	31	93.94	6.06	51.61
Socioeconomically Disadvantaged	223	217	97.31	2.69	50.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	45	86.54	13.46	37.78

2022-23 Career Technical Education Programs

Irvine Unified Career Technical Education (CTE) courses provide students with the opportunity to explore high-demand career industry sectors aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program, and many CTE courses are UC a-g approved college preparatory courses that meet course requirements for admission to the University of California and California State University campuses.

Students at University High School have opportunities to participate in the following Career Technical Education (CTE) coursework:

IUSD CTE Courses Offered at University High School

- ? Visual Imagery
- ? Advanced Visual Imagery
- ? Video Production
- ? Advanced Video Production
- ? AP Computer Science Principles
- ? AP Computer Science
- ? Application Development
- ? Graphic Design
- ? Advanced Graphic Design
- ? Introductory Engineering
- ? Principles of Engineering
- ? Advanced Engineering
- ? Technical Theater
- ? Advanced Technical Theater

Coastline ROP CTE Courses Offered at University High School:

- ? Auto MLR 1
- ? Auto MLR 2

The Career Technical Education (CTE) program at University High School is seamlessly integrated with the academic curriculum, fulfilling the requirements for high school graduation. CTE courses align with the University of California's (UC) a-g college preparatory standards, ensuring that students meet the academic prerequisites for admission to both UC and California State University (CSU) institutions.

A robust guidance component within the CTE program provides students with ample opportunities for career exploration. Group counseling sessions, including career interest surveys and college and career preparation workshops, empower students to make informed decisions about their future pathways. University High School offers dedicated support through its College/Career Specialist and Coastline ROP Career Specialist, who assist students in navigating the postsecondary education and employment landscape.

Through a strategic partnership with Coastline ROP (Regional Occupation Program), the district expands access to a diverse range of career exploratory courses encompassing a diverse array of industry sectors. The CTE program features courses that articulate with regional community colleges, many of which culminate in industry-recognized certifications, providing students with valuable credentials and a competitive edge in the workforce.

The district's active engagement in regional consortiums, including OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, and the Orange County Business Council, fosters a collaborative environment that enhances the quality and relevance of CTE instruction. Teachers actively participate in professional development opportunities and engage in meaningful networking with business and industry leaders, who contribute to the program as guest speakers, mentors, and advisors. Additionally, members of the business community play a vital role in shaping the program's direction as part of the CTE Advisory Committee.

Throughout the academic year, the high school provides a comprehensive range of opportunities to help students prepare for college and career success. These opportunities include:

College Visits: Students have the opportunity to visit local colleges and universities throughout the year. These visits allow students to explore different campuses, learn about academic programs, and meet with admissions representatives.

Counseling and Workshops: The school's counselors offer regular drop-in sessions and workshops to provide guidance on college applications, financial aid, and career planning. Parents are also invited to attend workshops and information sessions to stay informed about the college application process and support their children throughout the process.

2022-23 Career Technical Education Programs

ROP/CTE Programs: The school offers a variety of Regional Occupational Programs (ROP) and Career and Technical Education (CTE) programs that allow students to gain hands-on experience in specific career fields. These programs can help students prepare for entry-level employment or further study in their chosen field.

Presentations and Events: The school hosts a variety of presentations and events to inform students about college and career options. These events may include presentations from representatives of colleges, universities, and employers, as well as career fairs and middle school ROP/CTE presentations.

Ongoing Support: The school's College and Career Center is available to provide ongoing support to students throughout the year. Students can drop in to ask questions about college applications, ROP classes, scholarships, resume help, interview help, and more.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	675
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.8
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	80.08

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 9	83.30%	86.00%	86.71%	86.71%	87.07%

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.

2023-24 Opportunities for Parental Involvement

School Site Council Representatives
PTSA Board and Committees (meets the last Tuesday of each month)
PTSA Student Store operated 5 days per week
All Night Graduation Party Committee
Parent Advisory Committees (ELAC, etc.)
School Volunteers
Parent Booster organizations for both athletics and performing arts
Parents may access the MyUSD for information about their students (attendance, academics, discipline)
Parents can opt in through CANVAS which many of our teachers use to post assignments and other class materials and resources
Parents may access the University High School web page for academic and activities information
Teachers and staff are always available to answer questions and provide clarification.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.5	2	1.5	2.1	2.7	2.9	9.4	7.8	8.2
Graduation Rate	96.3	95.8	96.2	95.4	94.6	94.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	529	509	96.2
Female	263	252	95.8
Male	263	254	96.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	239	231	96.7
Black or African American	11	11	100.0
Filipino	11	10	90.9
Hispanic or Latino	44	41	93.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	49	45	91.8
White	174	171	98.3
English Learners	59	54	91.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	145	137	94.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	32	25	78.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2268	2239	222	9.9
Female	1056	1040	108	10.4
Male	1202	1190	111	9.3
Non-Binary	10	9	3	33.3
American Indian or Alaska Native	2	2	1	50.0
Asian	913	905	47	5.2
Black or African American	61	60	16	26.7
Filipino	51	51	2	3.9
Hispanic or Latino	288	280	48	17.1
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	205	202	17	8.4
White	742	733	89	12.1
English Learners	137	132	21	15.9
Foster Youth	7	6	1	16.7
Homeless	17	14	6	42.9
Socioeconomically Disadvantaged	532	522	96	18.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	149	149	32	21.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.33	0.51	0.93	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.05	0.18	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0.18
Female	0.38	0
Male	1.41	0.33
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.11	0
Black or African American	9.84	1.64
Filipino	0	0
Hispanic or Latino	2.08	1.04
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.44	0
White	0.4	0
English Learners	2.92	0
Foster Youth	0	0
Homeless	5.88	0
Socioeconomically Disadvantaged	3.01	0.75
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.04	0

2023-24 School Safety Plan

The University High School Comprehensive Safe School Plan was updated during the fall of 2023 by the school safety committee and reviewed by the school community during Back to School Night on September 13th, 2023. Elements of the plan regarding emergency preparation, the Trojan Code of Conduct, and evacuation procedures have been communicated to the entire staff over the course of the 2023 fall semester. A copy of this plan is maintained in the front office and is available for review upon request. Key elements of the plan include:

- procedures that create a safe and orderly environment conducive to learning at school
- disaster, fire, evacuation and lockdown procedures, protocols, related forms and duties
- procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- areas and issues of safety concern on campus
- Trojan Code of Conduct
- reference to education code relevant to school safety
- current data review of attendance, suspensions, expulsions and crimes committed on campus
- campus, district and community contact information in the case of an emergency

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	24	19	56	1
Mathematics	25	12	52	
Science	28	7	53	1
Social Science	28	6	50	1

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	24	24	71	
Mathematics	25	15	67	
Science	26	14	63	
Social Science	27	5	68	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	21	72	1
Mathematics	27	11	64	0
Science	27	8	70	0
Social Science	28	9	67	2

2022-23 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	541

2022-23 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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$6,980	\$361	\$6,619	\$95,737
District	N/A	N/A	6187	\$88,902
Percent Difference - School Site and District	N/A	N/A	6.7	9.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	3.3	11.5

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. 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.

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.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,523	\$55,550
Mid-Range Teacher Salary	\$92,019	\$80,703
Highest Teacher Salary	\$118,946	\$109,418
Average Principal Salary (Elementary)	\$150,833	\$137,703
Average Principal Salary (Middle)	\$159,048	\$143,760
Average Principal Salary (High)	\$180,782	\$159,021
Superintendent Salary	\$345,737	\$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	47.7
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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	19
Fine and Performing Arts	3
Foreign Language	4
Mathematics	13
Science	18
Social Science	30
Total AP Courses Offered Where there are student course enrollments of at least one student.	87

Professional Development

During the 2022-23 school year, the University High School staff completed the intensive process of self-analysis and evaluation that is integral to the accreditation protocol set forth by the governing Western Association of Schools and Colleges. The steps taken included all staff members and representative groups of parents and students. The work started in earnest during the 2021-22 school year carried forward through the WASC Team visit in the spring of 2023. Currently, we have a plan (WASC Action Plan and School Plan for Student Achievement) that identifies four Academic Areas of Need:

1. Increase the academic achievement for marginalized student groups (Special Education/504, ethnically and racially underrepresented students, low SES, Etc.)
2. Build the capacity of UHS students in terms of healthy social interactions, emotional regulation, self-care, resiliency to persevere, and other practices to ensure strong mental health and well-being.
3. Build the capacity of UHS students in terms of behavior and impulse regulation, resiliency, and other practices to ensure strong character to be a leader and contributing member of society.
4. Ensure methods of communication are sufficient so that students, staff, and the parent community have clarity regarding school procedures and available resources.

Our team has identified and continues to refine the various action steps that are and will be taken by our school as a whole and by individual departments and curricular teams. This plan resides in the format of both our WASC Accreditation Action Plan, as well as, our School Plan for Student Achievement and will serve as the blueprint for staff development over the next three years to six years. Our staff development time on site has focused on supporting the elements within the four areas of academic need.

Over the past several years, two days per year, or 12 hours, are allocated for targeted staff development activities, which occur currently on Thursday mornings for on-going teacher collaboration and training. There is also one day in October dedicated to specific onsite staff development needs. This day is planned and executed by administrative team in collaboration with the leadership team of the school and other key members of the school site and district teams depending on needed expertise. In addition to these days, we have one full day before school starts and one day in February during which the professional development is orchestrated by the district Education Services team and is designed to support initiatives as articulated in our Local Control Accountability Plan (LCAP). Again, the majority of time spent as a site, has been working through the school action plan.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15