

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	University High	District Name	Irvine Unified
Street	4771 Campus Dr.	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92612-3298	Web Site	www.iusd.org
Phone Number	949-936-7600	Superintendent	Gwen Gross
Principal	John Pehrson	E-mail Address	ggross@iusd.org
E-mail Address	jpehrson@iusd.org	CDS Code	30- 73650- 3035102

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2009-10)

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, enrolled 2,476 students and an additional 103 students in the Deaf and Hard of Hearing Program grades 9-12 during the 2008-2009 school year. 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, approximately 58% enter four-year universities and colleges. Thirty-three percent of our graduates entered community college, 2% entered trade or technical school or the military and less than 2% planned to work or travel. University High students have consistently been successful in national and state academic awards programs such as the National Merit Scholarship Program where 59 students qualified as semi-finalists in 2009. English speaking students make up a majority of the population.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

- School Site Council Representatives
- WASC committees
- PTSA Board and Committees (meets the last Tuesday of each month)
- All Night Graduation Party Committee
- Parent Advisory Committees
- School Volunteers
- Parent Booster organizations for athletics and performing arts
- Parents may access the Parent Portal for information about their students
- 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.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	626
Grade 10	591
Grade 11	603
Grade 12	547
Total Enrollment	2367

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.94 %
American Indian or Alaska Native	0.34 %
Asian	48.92 %
Filipino	1.82 %

Hispanic or Latino	5.79 %
Pacific Islander	0.30 %
White (not Hispanic)	36.63 %
Multiple or No Response	4.27 %
Socioeconomically Disadvantaged	7.00 %
English Learners	9.00 %
Students with Disabilities	6.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	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	27.8	11	50	21	28.6	8	54	21	29.3	12	35	39
Mathematics	28.7	29	10	33	27.6	29	17	30	28.8	29	13	35
Science	32.0	3	28	41	30.6	5	41	30	31.8	6	30	39
Social Science	30.9	3	32	28	30.8	5	28	31	31.8	4	28	36

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

University High School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the school site council or 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	3.4	5.2	5.8	3.1	3.6	2.8
Expulsions	0.1	0.4	0.3	0.1	0.2	0.2

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

University High School campus is attractive with updated classrooms, flooring, workspaces, some classroom and landscaping. UHS completed construction on a joint OCDE/IUSD twenty classroom building in December of 2008 which enabled the school to remove 22 relocatable classrooms formerly placed on the blacktop area.

All of the classrooms are networked for instructional and administrative purposes. We continue to purchase technology with grant funds and donations to support the instructional program. Each instructional classroom is equipped with a computer, LCD projector and screen for instructional use. Four computer labs are equipped with equipment for student use.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.				

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	97	96	95	1216
Without Full Credential	1	2	1	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools in District	---	---
Low-Poverty Schools in District	99.6	0.4

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.2	455
Library Media Teacher (Librarian)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	---	N/A
Nurse	---	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	---	N/A
Other	---	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	0
Mathematics	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	0
Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	0
History-Social Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	0
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	0
Health	All students are provided an individual textbook or	0

	instructional material. All textbooks purchased are state-adopted, and are standards aligned.	
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	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.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,373	\$263	\$5,105	\$66,529
District	N/A	N/A	\$4,863	\$72,719
Percent Difference – School Site and District	N/A	N/A	4.74%	-9.30%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	-7.97%	-0.78%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2008-2009, University High School received special funds in the amount of \$122,660.00. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

Special Programs	Amount
Economic Impact Aid	\$ 59,089.00
Gifted and Talented	\$ 1,750.00
School Improvement Plan	\$ 61,821.00

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,814	\$42,065
Mid-Range Teacher Salary	\$72,891	\$67,109
Highest Teacher Salary	\$94,223	\$86,293
Average Principal Salary (Elementary)	\$112,370	\$107,115
Average Principal Salary (Middle)	\$116,909	\$112,279
Average Principal Salary (High)	\$131,659	\$122,532
Superintendent Salary	\$232,875	\$216,356
Percent of Budget for Teacher Salaries	43.10 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	75	80	80	76	78	80	43	46	50
Mathematics	71	72	70	74	76	78	40	43	46
Science	77	81	82	75	80	83	38	46	50
History-Social Science	66	70	73	60	67	71	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	64	53	77	65
American Indian or Alaska Native	*	*	*	*
Asian	84	81	85	80
Filipino	78	70	83	80
Hispanic or Latino	54	43	64	47
Pacific Islander	*	*	*	*
White (not Hispanic)	78	61	80	69
Male	78	71	85	77
Female	81	68	79	68
Economically Disadvantaged	51	39	55	47
English Learners	25	53	33	31
Students with Disabilities	43	26	53	28
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	84.8	91.3	90.3	80.1	84.8	84.3	48.6	52.9	52.0
Mathematics	92.2	93.6	94.7	87.0	88.1	88.9	49.9	51.3	53.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	9.7	22.2	68.1	5.3	28.3	66.4
Male	9.6	24.2	66.2	4.6	25.2	70.2
Female	9.8	20.0	70.2	6.0	31.7	62.3
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	7.4	18.4	74.1	1.8	19.9	78.4
Filipino	8.3	25.0	66.7	0.0	41.7	58.3
Hispanic or Latino	27.8	27.8	44.4	29.7	37.8	32.4
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	9.1	25.8	65.1	6.5	33.9	59.7
English Learners	37.7	33.3	29.0	13.0	42.0	44.9
Socioeconomically Disadvantaged	29.0	22.6	48.4	19.4	38.7	41.9
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	47.4	15.8	36.8	30.0	35.0	35.0

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.5	20.7	69.1

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	10	10	10
Similar Schools	9	8	9

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-7	16	7	904
African American	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	-10	19	3	937
Filipino	---	---	---	---
Hispanic or Latino	---	---	---	782
Pacific Islander	---	---	---	---
White (not Hispanic)	-9	15	14	884
Socioeconomically Disadvantaged	---	---	---	768
English Learners	-39	15	24	810
Students with Disabilities	---	---	---	653

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	---	Not In PI
First Year of Program Improvement	---	---
Year in Program Improvement	---	---
Number of Schools Currently in Program Improvement	N/A	---
Percent of Schools Currently in Program Improvement	N/A	---

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.7	0.5	0.4	0.8	0.9	0.7	3.5	4.4	3.9
Graduation Rate	94.7	98.2	98.0	97.0	96.8	97.2	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	98%	97%	N/A
African American	78%	98%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	98%	99%	N/A
Filipino	100%	100%	N/A
Hispanic or Latino	100%	94%	N/A
Pacific Islander	100%	100%	N/A
White (not Hispanic)	98%	96%	N/A
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/A
English Learners	71%	87%	N/A
Students with Disabilities	LEA Provided	LEA Provided	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Students at each of our five high schools have opportunities to participate in CTE coursework where students explore careers in graphic arts, automotive repair and maintenance, business, music technology and theater technology. Our students also participate in career exploration coursework provided through the local Regional Occupation Center Program. In response to the 2006 Carl D Perkins Career and Technical Education Improvement Act of 2006 we have developed two programs of study providing introductory through capstone coursework and articulating with the local community colleges are. Both industry sectors are projected to grow over the 2008-2018 time period. i[i]

Visual Technology Program: Arts and Entertainment industry sector:15% growth projection (2008-2018)

Automotive Technology Program: Transportation industry sector : 5% growth projection (2008-2018)

The program of study in Visual Technology is offered at each of the five high schools. Three of the high schools have an Auto Shop on the premises that is accessible to all students in the district. We have articulation agreements with the local community college establishing a pathway for our students to continue their CTE career in an Associated Arts degree or certificate program. Because most of our students and their parents are interested in continuing their CTE career preparation at a four year college or university, we have applied for and received college preparatory status for many of our CTE courses, meeting the UC a-g requirements for admission.

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

University High School: 237 seniors participate, 100% graduated

UNIVERSITY HIGH SCHOOL : Measure	CTE Program Participation
Number of the school's pupils participating in CTE	384
Percent of the school's pupils completing a CTE program and earning a high school diploma	100
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	20

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	84.1
Graduates Who Completed All Courses Required for UC/CSU Admission	69.8

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	5	N/A
All courses	19	14.6

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

During the 2008-2009 school year, University High School continued to work on its designated goals with a special emphasis on Literacy in the classroom and assessment of student learning in relation to the state standards. In addition, UHS is working on two goals: In the core areas, refine, identify, and formulate classroom activities that promote the linkage of State Standards, assignments, assessment and the California Standards Test (CST); and Quantify, standardize and communicate student achievement of the ESLRs. Our six performance goals answer the question: What do we want all students to know and be able to do in order to be prepared for the future? They include: Critical Thinking/Problem Solving; Communications and Interpretation; Artistic Expression and Aesthetics; National and International Awareness; Personal and Social Development; and Interrelationship of Science, Mathematics; Technology, and Society.

Additionally, much time and effort is being given to developing a sound transition focus for students to assure them of skills they can gain to enter the work force and/or attend higher education. Students, parents and counselor meet at the end of the sophomore year to review educational progress and plan the student's program for the future.

Over the past several years, three days per year, or 18 hours, are allocated for targeted staff development activities, which occur on Thursday morning for on-going teacher collaboration and training.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92