

University High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	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
Website	http://www.universityhigh.org/
County-District-School (CDS) Code	30-73650-3035102

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

School Description and Mission Statement (School Year 2019-20)

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 just under 2,200 students with 60 of our students in the 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. One hundred percent of University High's graduates enter post-secondary institutions. Of these, 60% 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 36 students qualified as finalists in spring of 2019. English speaking students make up a majority of our population.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	566
Grade 10	562
Grade 11	551
Grade 12	633
Total Enrollment	2,312

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	45.5
Filipino	2.3
Hispanic or Latino	9.2
Native Hawaiian or Pacific Islander	0.3
White	34.1
Two or More Races	6.3
Socioeconomically Disadvantaged	20.5
English Learners	9.5
Students with Disabilities	5.8
Foster Youth	0
Homeless	0.3

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	105.00	97.40	122.00	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3.20	3.00	4.60	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: October 2019

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, 2019. 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, 2019. 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, 2019. 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, 2019. 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 October, 2019. 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, 2019. All core textbooks and instructional materials purchased are board approved.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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.

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

Year and month of the most recent FIT report: 11/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	1021: 4. WATER STAIN CEILING TILES 1026: 4. WATER STAIN CEILING TILES 202: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 211: 4. WATER STAIN CEILING TILES 305: 4. WATER STAIN CEILING TILES 307: 4. WATER STAIN CEILING TILES/ C
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	220: 7. ETHERNET BOX IS LOOSE ON WALL 304: 7. PHONE JACK BOX IS LOOSE ON WALL 313: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING AT ENTRY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	202: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 216: 11. PAINT IS CHIPPING ON WALL 217: 11. PAINT IS CHIPPING ON WALL 309: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WALL 522: 11. PAINT IS CHIPPING ON ROOM DIVI
Structural: Structural Damage, Roofs	Good	206: 14. CONCRETE IS CRACKED WITH HOLES
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	302: 14. CONCRETE IS CRACKED ON WALKWAY 306: 14. CONCRETE IS CRACKED WITH HOLES/ TRIP HAZARD 504: 14. TRIP HAZARD ON CEMENT WALKWAY 510: 14. TRIP HAZARD ON WALKWAY/ ASPHALT 517: 14. TRIP HAZARD ON CEMENT WALKWAY 903: 15. SWING ARM COVER IS MISSING ON
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	78	77	78	50	50
Mathematics (grades 3-8 and 11)	74	75	74	74	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	547	538	98.35	1.65	77.88
Male	293	290	98.98	1.02	75.52
Female	254	248	97.64	2.36	80.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	271	269	99.26	0.74	85.50
Filipino	11	10	90.91	9.09	70.00
Hispanic or Latino	54	53	98.15	1.85	54.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	167	162	97.01	2.99	74.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	31	31	100.00	0.00	80.65
Socioeconomically Disadvantaged	114	110	96.49	3.51	60.00
English Learners	88	86	97.73	2.27	47.67
Students with Disabilities	29	29	100.00	0.00	31.03
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	547	539	98.54	1.46	75.14
Male	293	290	98.98	1.02	73.79
Female	254	249	98.03	1.97	76.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	271	269	99.26	0.74	88.10
Filipino	11	10	90.91	9.09	50.00
Hispanic or Latino	54	53	98.15	1.85	35.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	167	163	97.60	2.40	68.71
Two or More Races	31	31	100.00	0.00	80.65
Socioeconomically Disadvantaged	114	111	97.37	2.63	58.56
English Learners	88	87	98.86	1.14	57.47
Students with Disabilities	29	29	100.00	0.00	20.69
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Students at University 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 the following:

- Design, Visual, and Media Arts (Graphic Design, Visual and Commercial Art)
- Production and Managerial Arts (Stage Technology, Film-Video Production, and Multimedia Production)
- Software and Systems Development (App Development, Computer Science)
- Systems Diagnostics, Service, and Repair
- Entrepreneurship/Self-Employment

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), the Irvine Chamber of Commerce, and the Orange County Business Council. Teachers participate in professional development and network with business and industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community participate in the career and technical education advisory committee.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	616
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	68.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.92
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	76.64

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	13.7	24.2	51.3

Note: 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.

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 2019-20)

- 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 MyIUSD 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.

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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.6	2.7	1.9	1.5	2.3	1.6	9.7	9.1	9.6
Graduation Rate	96	94.1	93.4	96.3	94.7	95.7	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.7	1.8	1.3	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The University High School Comprehensive Safe School Plan was updated during the fall of 2019 by the school safety committee and reviewed by the school community during Back to School Night on September 11th, 2019. 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 2019 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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	28	24	51	30	18	23	51	30	15	28	41
Mathematics	18	14	4	6	32	9	16	48	31	10	19	42
Science	32	5	21	47	32	4	27	43	32	2	25	41
Social Science	34	5	13	52	33	5	14	50	33	7	11	47

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	462.4

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,427	\$411	\$6,016	\$93,705
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	6.6	7.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-18.1	9.3

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 2018-19)

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 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) 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 district and site based staff including support for the Irvine Family Resource Center.

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	12	N/A
Fine and Performing Arts	3	N/A
Foreign Language	6	N/A
Mathematics	9	N/A
Science	19	N/A
Social Science	22	N/A
All courses	71	42.1

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The schoolwide concentrated effort going into the 2014-15 school year was to bring consistency to curriculum, instruction and assessment in an effort to support all students. An annual comprehensive data review took place during the summer in which the Leadership Team analyzes all standardized testing results, grade distributions, and other pertinent information as a springboard to set all school improvement decisions.

Additionally, much time and effort was 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.

During the 2015-16 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 during the 2014-15 school year carried forward through the WASC Team visit in the spring of 2016. Currently, we have a plan (WASC Action Plan and School Plan for Student Achievement) that identifies two Critical Areas of Need:

1. Increase the degree to which all students experience a consistent quality of curriculum, instruction and assessment in courses taught by multiple teachers
2. Increase student understanding of and experience with real-world application of course content

Our team has identified 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.

Over the past several years, three days per year, or 18 hours, are allocated for targeted staff development activities, which occur on Wednesday 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).