

Irvine High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Irvine High School
Street	4321 Walnut Ave.
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-7000
Principal	Monica Colunga, Ed.D.
Email Address	monicacolunga@iusd.org
School Website	irvinehigh.iusd.org
County-District-School (CDS) Code	30-73650-3030152

2021-22 District Contact Information

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

2021-22 School Overview

Irvine High School opened its doors in 1976. It is one of five comprehensive high schools in the Irvine Unified School District and supports a population of 1787 students in grades 9-12. Irvine High School is proud of its ethnic diversity. Numerous students represent a variety of ethnic backgrounds and speak many different languages. In 2007 Irvine High School was named a California Distinguished School by the State Board of Education. In 2015 Irvine High School was once again named a Grammy Signature School Semi- Finalist, recognizing the music program as one of the top in the nation .In spring 2018 Irvine High was awarded a six-year status of accreditation from the Accrediting Commission for the Western Association of Schools and Colleges. In 2012 Irvine High School was selected as a California Leadership Site for our exemplary program in Positive Behavior Intervention and Support. In 2017 Irvine High School was recognized as a Gold Ribbon School and an Arts Exemplary School by the CA Department of Education. In 2018 Irvine High School was recognized with Gold Status for our continuous PBIS efforts through the California PBIS coalition. In 2019 Irvine High School was recognized with Platinum Status for our continuous PBIS efforts through the California PBIS Coalition.

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

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

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

Students will be able to:

Demonstrate the ability to recognize and solve problems using critical thinking skills

Demonstrate knowledge of emotional, mental, and physical wellness and will exhibit positive and appropriate interpersonal skills

Demonstrate the ability to communicate effectively by listening, speaking, reading, writing and utilizing the technology of the 21st century

Demonstrate an understanding of what it means to be a contributing member of their local, national, global, and digital

2021-22 School Overview

communities

Develop long and short term goals to prepare for a successful and informed transition to college and career

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	374
Grade 10	309
Grade 11	331
Grade 12	366
Total Enrollment	1,380

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	41.5
Black or African American	3.1
Filipino	2.7
Hispanic or Latino	17.2
Two or More Races	7.7
White	27.2
English Learners	11.3
Foster Youth	0.5
Homeless	0.4
Socioeconomically Disadvantaged	24
Students with Disabilities	12.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2021
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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, 2020. 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, 2020. 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, 2020. 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, 2020. 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, 2020. 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, 2020. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.		0%

School Facility Conditions and Planned Improvements

Irvine High School is a safe and clean environment for learning. Our buildings and landscaping have received recognition for their architectural beauty. Irvine High School is a safe and functional campus. In the Summer and Fall Of 2018 our Math and World Language buildings were modernized. An additional Laboratory classroom was developed by reconfiguring a large classroom in our Science building. In the Summer of 2018 all fluorescent light fixtures were replaced with LED light fixtures. A new 12 classroom building that houses our Social Science department was built in the summer and fall of 2015. The synthetic turf and all weather track were replaced in the stadium during the summer of 2015. Light fixtures throughout the campus have been replaced to provide better lighting. The City of Irvine completely renovated the swimming complex. New landscaping has been added and painting of the exterior façade has taken place. Cemented walkways are inspected and replaced for safety. The Irvine Fire Department inspects the facilities for safety annually and the district's Safety and Security Department inspect quarterly. Work orders and repairs are ongoing and attended to in a timely fashion. In the fall of 2021 through 2024 Irvine High School will be involved in a Parking Lot Expansion to accommodate the new Performing Arts Center that is being build with "Measure E" funding.

Year and month of the most recent FIT report	11/28/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			M5: 4. SKYLIGHT PANEL HAS HOLE M7: 4. SKYLIGHT PANEL IS CRACKED UA12: 4. WATER STAIN CEILING TILES (POSSIBLE MOLD) WL2: 4. WATER STAIN CEILING TILES IN WL2B
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			H12/ PHOTO LAB: 7. LIGHT DIFFUSER IS MISSING/ LIGHT DIFFUSER IS BROKEN IN DARK ROOM NURSE: 7. OUTLET COVER IS MISSING UA R-2: 7. CLOCK IS MISSING ON WALL/ EXPOSED WIRES
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 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	246	80.66	19.34	73.58
Female	138	112	81.16	18.84	76.79
Male	167	134	80.24	19.76	70.9
American Indian or Alaska Native	--	--	--	--	--
Asian	120	99	82.5	17.5	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	49	83.05	16.95	55.1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	22	81.48	18.52	81.82
White	87	67	77.01	22.99	74.63
English Learners	26	24	92.31	7.69	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	43	69.35	30.65	60.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	21	56.76	43.24	33.33

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	305	225	73.77	26.23	69.64
Female	138	107	77.54	22.46	69.81
Male	167	118	70.66	29.34	69.49
American Indian or Alaska Native	--	--	--	--	--
Asian	120	94	78.33	21.67	88.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	41	69.49	30.51	31.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	16	59.26	40.74	81.25
White	87	65	74.71	25.29	64.62
English Learners	26	21	80.77	19.23	50.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	36	58.06	41.94	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	19	51.35	48.65	15.79

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	301				
Female	136				
Male	165				
Asian	120				
Hispanic or Latino	59				
Two or More Races	26				
White	87				
English Learners	26				

Socioeconomically Disadvantaged	59				
Students with Disabilities	38				

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	301				
Female	136				
Male	165				
Asian	120				
Hispanic or Latino	59				
Two or More Races	26				
White	87				
English Learners	26				
Socioeconomically Disadvantaged	59				
Students with Disabilities	38				

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	NT	NT	NT	NT
Female	166	NT	NT		
Male	156	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	141	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	NT	NT	NT	NT
White	95	NT	NT	NT	NT
English Learners	27	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	73	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Students at Irvine High School have opportunities to participate in Career and Technical Education (CTE) coursework that provides them with the skills to pursue careers in high demand industries in Southern California. The career industry sectors leading to post-secondary employment and college or university education programs are the following:

- Design, Visual, and Media Arts (Graphic Design, Animation, Visual-Commercial Art)
- Production and Managerial Arts (Stage Technology, Film-Video Production)
- Engineering Design
- Software and Systems Development (Systems Programming, Web Design)
- Systems Diagnostics, Service, and Repair
- Entrepreneurship/Self-Employment

CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program and satisfy high school graduation requirements. CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has a strong guidance-counseling component where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career.

The district's partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in all industry sectors. The CTE program includes courses that articulate with regional community colleges and many culminate in industry-recognized certifications.

The district is a member of regional consortiums including participating members in OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	664
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	46.4

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	93.14
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	63.54

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.6	1.7	3.5	1.4	2.4	2.1	9.0	8.9	9.4
Graduation Rate	98.0	95.9	95.6	95.6	94.6	95.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	343	328	95.6
Female	179	171	95.5
Male	164	157	95.7
American Indian or Alaska Native	0	0	0.00
Asian	148	141	95.3
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	52	49	94.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	16	15	93.8
White	103	101	98.1
English Learners	50	44	88.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	101	97	96.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	40	37	92.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1491	1444	156	10.8
Female	722	694	73	10.5
Male	769	750	83	11.1
American Indian or Alaska Native	3	3	1	33.3
Asian	616	595	18	3.0
Black or African American	46	43	15	34.9
Filipino	37	37	2	5.4
Hispanic or Latino	272	262	62	23.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	114	112	18	16.1
White	398	387	40	10.3
English Learners	190	180	27	15.0
Foster Youth	9	8	5	62.5
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	389	371	92	24.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	203	195	57	29.2

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.81	0.40	1.01	0.14	3.47	0.20
Expulsions	0.24	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.04	0.73	2.45
Expulsions	0.15	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.00	0.00
Male	0.78	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.16	0.00
Black or African American	2.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.88	0.00
White	0.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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

We believe that safety is everyone's responsibility and work together to ensure it. Three full time and one part-time campus supervisors enhance school safety and security. These supervisors attend workshops throughout the year on such topics as non-violent interventions, crisis intervention, multicultural awareness, and legal updates. Irvine High School has a cooperative relationship with the Irvine Police Department and the City of Irvine, and participates with them in the Officer on Campus Program, Operation Safe Campus, the Gang Network Program, and the Safe Community Task Force. All staff members support a Zero Tolerance policy for weapons of any kind and serious disciplinary actions are taken against any student who endangers the safety of others. All staff members attend suicide prevention training and Mandated Reporter, Child Abuse and Neglect training, and Sexual Harassment: Policy and Prevention training.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	16	25	17
Mathematics	27	10	62	2
Science	29	3	48	5
Social Science	26	8	38	3

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	23	20	33	9
Mathematics	31	3	50	11
Science	29	3	46	7
Social Science	26	8	29	6

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	26	14	36	10
Mathematics	26	9	41	4
Science	25	9	39	1
Social Science	23	15	39	

2020-21 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	405.9

2020-21 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)	3.4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.7

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,293	\$467	\$6,826	\$92,416
District	N/A	N/A	\$6,053	\$86,745
Percent Difference - School Site and District	N/A	N/A	12.0	6.3
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-21.2	8.8

2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the LCFF 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$50,071	\$50,897
Mid-Range Teacher Salary	\$89,426	\$78,461
Highest Teacher Salary	\$115,594	\$104,322
Average Principal Salary (Elementary)	\$141,894	\$131,863
Average Principal Salary (Middle)	\$153,295	\$137,086
Average Principal Salary (High)	\$174,854	\$151,143
Superintendent Salary	\$335,993	\$297,037
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	6%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	31.8
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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	9
Fine and Performing Arts	5
Foreign Language	2
Mathematics	7
Science	9
Social Science	20
Total AP Courses Offered	52

Professional Development

Staff Development Days and Hours for 2019-20 equal a minimum of 3 days and 12 hours. Given the COVID pandemic, Staff Development Days and Hours for the 2020-2021 were modified to equal a minimum of 3 days and 6 hours. For the 2021-2022 school year we returned to a minimum of 3 days and 12 hours.

The primary area of focus for staff development for the 2019-2022 school years has been the ongoing development of collaboration through Professional Learning Community concepts as we worked to develop Common Core Standard Curriculum and formative assessments that guide our instruction. Our WASC self study data and action plan are used as a spring board for collaboration and guiding instruction along with formative assessments, end of course exams and anchor and benchmark exams and assignments. Staff development late starts are centered around department Professional Learning Communities which establish and work around their department Learning Cycles which focus on Goals and Focus Group responses to our WASC and School Plan for Student Achievement criteria categories.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5

Irvine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker

Email Address	TerryWalker@iusd.org
District Website Address	www.iusd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19696	2272	11.54	88.46	79.66
Female	9419	1101	11.69	88.31	84.26
Male	10270	1169	11.38	88.62	75.30
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1167	12.30	87.70	86.63
Black or African American	404	36	8.91	91.09	58.33
Filipino	369	49	13.28	86.72	81.63
Hispanic or Latino	2371	239	10.08	89.92	62.71
Native Hawaiian or Pacific Islander	52	5	9.62	90.38	--
Two or More Races	2085	189	9.06	90.94	82.54
White	4904	585	11.93	88.07	72.90
English Learners	2772	111	4.00	96.00	22.52
Foster Youth	34	1	2.94	97.06	--
Homeless	42	4	9.52	90.48	--
Military	222	36	16.22	83.78	76.47
Socioeconomically Disadvantaged	3773	405	10.73	89.27	65.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	110	5.84	94.16	33.33

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	19696	2221	11.28	88.72	74.36
Female	9419	1070	11.36	88.64	74.91
Male	10270	1149	11.19	88.81	73.80
American Indian or Alaska Native	27	2	--	92.59	--
Asian	9484	1145	12.07	87.93	87.76
Black or African American	404	35	8.66	91.34	40.00
Filipino	369	49	13.28	86.72	64.58
Hispanic or Latino	2371	218	9.19	90.81	45.41
Native Hawaiian or Pacific Islander	52	3	5.77	94.23	--
Two or More Races	2085	187	8.97	91.03	73.80
White	4904	582	11.87		61.86
English Learners	2772	107	3.86	96.14	38.68
Foster Youth	34	1	2.94	97.06	--
Homeless	42	6	14.29	85.71	--
Military	222	34	15.32	84.68	76.47
Socioeconomically Disadvantaged	3773	389	10.31	89.69	56.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1885	107	5.68	94.32	18.69

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.