

# University 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/](http://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/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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 2,100 students with 60 of our students in the Deaf and Hard of Hearing Program grades 9-12. In addition, for the second year we have UHS students fully enrolled in our online school - Irvine Virtual Academy. 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 20 students qualified as finalists in spring of 2021. English speaking students make up a majority of our population.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	420
Grade 10	396
Grade 11	427
Grade 12	465
Total Enrollment	1,708

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	40.3
Black or African American	1.5
Filipino	2.2
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.7
White	36.7
English Learners	6
Foster Youth	0.3
Homeless	0.2
Socioeconomically Disadvantaged	19.1
Students with Disabilities	6

## 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>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	55.0	82.8	1230.0	89.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	0.8	0.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.9	6.0	50.0	3.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.4	2.1	39.1	2.9	12115.8	4.4
<b>Unknown</b>	6.0	9.1	51.7	3.8	18854.3	6.9
<b>Total Teaching Positions</b>	66.4	100.0	1371.8	100.0	274759.1	100.0

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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	3.9
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.9

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.3
<b>Local Assignment Options</b>	1.0
<b>Total Out-of-Field Teachers</b>	1.4

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.4

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

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.		0%

## School Facility Conditions and Planned Improvements

University High School strives to ensure and maintain a clean, safe, and functional campus. A google form allows for immediate response to any Facilities-related issues. Each year the administrative team alongside with the plant manager and IT team reevaluate instructional needs on campus as they relate to facilities in order to maintain an environment that meets the needs of students and teachers. In June 2016, Irvine voters passed Measure E, a school facilities bond estimated at \$319 million. In 2018, Science classrooms and labs, over 25 years old, were remodeled and modernized in order to better accommodate the courses taught in them as well as bring them up to code. The next phase of the Measure E funds will be to construct and upgrade a brand new Theater and VAPA classrooms with an anticipated start date of 2025.

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

Year and month of the most recent FIT report

11/27/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		201: 4. HOLE IN CEILING TILE 202: 4. WATER STAIN CEILING TILES 12. DRY ROT ON EAVE 210: 4. WATER STAIN CEILING TILES 212: 4. WATER STAIN CEILING TILES 214: 4. WATER STAIN CEILING TILES 215: 4. WALLPAPER IS TORN 14. HOLES IN CONCRETE WALKWAY/ TRIP HAZARD 217: 4. WATER STAIN CEILING TILES 218: 4. WATER STAIN CEILING TILES 222: 4. CEILING TILE HAS HOLE 302: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED WITH HOLES 304: 4. CEILING TILE HAS HOLE 308: 4. CEILING TILE HAS HOLE 313: 4. WATER STAIN CEILING TILES 317: 4. FORMICA IS MISSING ON COUNTER 15. WEATHER STRIPPING IS BENT ON DOOR FRAME 319: 4. WATER STAIN CEILING TILES 509A: 4. WATER STAIN CEILING TILES 509B: 4. WALLPAPER IS TORN 511: 4. WALLPAPER IS TORN 15. WEATHER STRIP IS TORN ON DOOR 512: 4. WATER STAIN CEILING TILES 515: 4. WATER STAIN CEILING TILES IN 515A 702: 4. WATER STAIN CEILING TILES 703: 4. WATER STAIN CEILING TILES 710: 4. WATER STAIN CEILING TILES

## School Facility Conditions and Planned Improvements

			711: 4. SMALL WATER STAIN CEILING TILES 713: 4. WATER STAIN CEILING TILES 921: 4. CEILING TILE HAS HOLE STAFF LOUNGE: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		
<b>Electrical</b>	X		513: 7. ELECTRICAL COVER IS BROKEN
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X		220: 11. PAINT IS CHIPPING ON PIPE AT ENTRY 310: 11. PAINT IS CHIPPING ON PIPE AT ENTRY
<b>Structural:</b> Structural Damage, Roofs	X		202: 4. WATER STAIN CEILING TILES 12. DRY ROT ON EAVE 203: 12. DRY ROT ON EAVE 204: 12. DRY ROT ON EXTERIOR BEAM
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		215: 4. WALLPAPER IS TORN 14. HOLES IN CONCRETE WALKWAY/ TRIP HAZARD 317: 4. FORMICA IS MISSING ON COUNTER 15. WEATHER STRIPPING IS BENT ON DOOR FRAME 511: 4. WALLPAPER IS TORN 15. WEATHER STRIP IS TORN ON DOOR 521: 15. WEATHER STRIP IS TORN ON DOOR 522: 15. WEATHER STRIP IS TORN ON DOOR

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	400	342	85.5	14.5	84.46
Female	177	155	87.57	12.43	87.66
Male	223	187	83.86	16.14	81.82
American Indian or Alaska Native	0	0	0	0	0
Asian	184	172	93.48	6.52	87.79
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	15	65.22	34.78	57.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	38	88.37	11.63	94.74
White	140	109	77.86	22.14	78.9
English Learners	15	9	60	40	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	13	86.67	13.33	76.92
Socioeconomically Disadvantaged	76	59	77.63	22.37	67.8
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	11	57.89	42.11	45.45

## 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	400	348	87.00	13.00	85.63
Female	177	156	88.14	11.86	83.33
Male	223	192	86.10	13.90	87.50
American Indian or Alaska Native	0	0	0	0	0
Asian	184	172	93.48	6.52	92.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	15	65.22	34.78	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	43	40	93.02	6.98	90.00
White	140	114	81.43	18.57	78.95
English Learners	15	10	66.67	33.33	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	13	86.67	13.33	92.31
Socioeconomically Disadvantaged	76	59	77.63	22.37	67.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	10	52.63	47.37	--

## 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	394	N/A	N/A	N/A	N/A
Female	173	N/A	N/A	N/A	N/A
Male	221	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	182	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	23	N/A	N/A	N/A	N/A

<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	43	N/A	N/A	N/A	N/A
<b>White</b>	141	N/A	N/A	N/A	N/A
<b>English Learners</b>	15	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	77	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	18	N/A	N/A	N/A	N/A

\*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.

<b>All Students</b>	394	N/A	N/A	N/A	N/A
<b>Female</b>	173	N/A	N/A	N/A	N/A
<b>Male</b>	221	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	182	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	23	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	43	N/A	N/A	N/A	N/A
<b>White</b>	141	N/A	N/A	N/A	N/A
<b>English Learners</b>	15	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	77	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	18	N/A	N/A	N/A	N/A

\*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
<b>Science</b> (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
<b>All Students</b>	443	NT	NT	NT	NT
<b>Female</b>	211	NT	NT		
<b>Male</b>	232	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	176	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	11	NT	NT	NT	NT
<b>Hispanic or Latino</b>	48	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	28	NT	NT	NT	NT
<b>White</b>	173	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	14	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	84	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	28	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

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 industry sectors 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 (Web and Social Media Programming and Design)
- 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 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, 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.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	495
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.9

## 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	96.56
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	76.26

## 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

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

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 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
<b>Dropout Rate</b>	2.3	0.9	1.5	1.4	2.4	2.1	9.0	8.9	9.4
<b>Graduation Rate</b>	93.5	95.2	96.3	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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	454	437	96.3
<b>Female</b>	218	216	99.1
<b>Male</b>	236	221	93.6
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	179	174	97.2
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	11	11	100.0
<b>Hispanic or Latino</b>	48	46	95.8
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	28	27	96.4
<b>White</b>	181	173	95.6
<b>English Learners</b>	46	45	97.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	120	114	95.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	34	28	82.4



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1806	1785	152	8.5
Female	859	851	64	7.5
Male	946	933	88	9.4
American Indian or Alaska Native	1	1	0	0.0
Asian	723	716	26	3.6
Black or African American	34	33	9	27.3
Filipino	39	38	0	0.0
Hispanic or Latino	193	190	33	17.4
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	153	152	9	5.9
White	659	652	74	11.3
English Learners	118	115	16	13.9
Foster Youth	6	6	2	33.3
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	389	385	75	19.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	121	117	30	25.6

### 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	1.26	0.33	1.01	0.14	3.47	0.20
Expulsions	0.04	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	1.24	0.73	2.45
Expulsions	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33	0.00
Female	0.58	0.00
Male	0.11	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.65	0.00
White	0.61	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

The University High School Comprehensive Safe School Plan was updated during the fall of 2021 by the school safety committee and reviewed by the school community during Back to School Night on September 8th, 2021. 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 2021 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

## 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	30	15	28	41
Mathematics	31	10	19	42
Science	32	2	25	41
Social Science	33	7	11	47

## 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	34	12	14	53
Mathematics	31	11	16	41
Science	39		18	45
Social Science	44	2	14	44

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	19	56	1
Mathematics	25	12	52	
Science	28	7	53	1
Social Science	28	6	50	1

## 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	341.6

## 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)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.2

## 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
<b>School Site</b>	\$6,918	\$424	\$6,494	\$95,718
<b>District</b>	N/A	N/A	\$6,053	\$86,745
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.0	9.8
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.1	12.3

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

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	46.3
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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
<b>Computer Science</b>	0
<b>English</b>	17
<b>Fine and Performing Arts</b>	5
<b>Foreign Language</b>	5
<b>Mathematics</b>	11
<b>Science</b>	18
<b>Social Science</b>	21
<b>Total AP Courses Offered</b>	77

## Professional Development

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. We have begun our Focus on Learning Accreditation process this year in anticipation of a full visit in the spring of 2023.

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

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	3	3	3

## 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

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>District Website Address</b>	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
<b>All Students</b>	19696	2272	11.54	88.46	79.66
<b>Female</b>	9419	1101	11.69	88.31	84.26
<b>Male</b>	10270	1169	11.38	88.62	75.30
<b>American Indian or Alaska Native</b>	27	2	--	92.59	--
<b>Asian</b>	9484	1167	12.30	87.70	86.63
<b>Black or African American</b>	404	36	8.91	91.09	58.33
<b>Filipino</b>	369	49	13.28	86.72	81.63
<b>Hispanic or Latino</b>	2371	239	10.08	89.92	62.71
<b>Native Hawaiian or Pacific Islander</b>	52	5	9.62	90.38	--
<b>Two or More Races</b>	2085	189	9.06	90.94	82.54
<b>White</b>	4904	585	11.93	88.07	72.90
<b>English Learners</b>	2772	111	4.00	96.00	22.52
<b>Foster Youth</b>	34	1	2.94	97.06	--
<b>Homeless</b>	42	4	9.52	90.48	--
<b>Military</b>	222	36	16.22	83.78	76.47
<b>Socioeconomically Disadvantaged</b>	3773	405	10.73	89.27	65.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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.