University High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	University High School
Street	4771 Campus Drive
City, State, Zip	Irvine, CA 92612
Phone Number	(949) 936-7600
Principal	Mike Georgino
Email Address	michaelgeorgino@iusd.org
School Website	https://universityhigh.iusd.org/
Grade Span	9-12
County-District-School (CDS) Code	30-73650-3035102

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

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

2024-25 School Description and Mission Statement

University High School, located in the southern part of the Irvine Unified School District, serves 2,230 students with an additional 60 who are a part of our County Deaf and Hard of Hearing Program grades 9-12. The ethnic and socioeconomic make-up of the student body represents a rich and varied mix. Ninety-six percent of University High's graduates enter post-secondary institutions. Of these, 56% enter four-year universities and colleges, while 40% of our graduates enter community college. University High students have consistently been successful in national and state academic awards programs such as the National Merit Scholarship Program, where 33 students qualified as semi-finalists in fall of 2024 (one of the highest number in Orange County). English speaking students make up a majority of our population.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	549
Grade 10	565
Grade 11	572
Grade 12	540
Total Enrollment	2,226

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55
American Indian or Alaska Native	0.1
Asian	40.1
Black or African American	2.4
Filipino	2.5
Hispanic or Latino	13.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.3
White	32.3
English Learners	6.8
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	22
Students with Disabilities	6.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.00	82.76	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	5.96	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	2.12	39.10	2.85	12115.80	4.41
Unknown/Incomplete/NA	6.00	9.13	51.70	3.77	18854.30	6.86
Total Teaching Positions	66.40	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	75.30	89.25	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	3.43	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.05	11.40	0.79	11953.10	4.28
Unknown/Incomplete/NA	5.20	6.24	83.80	5.82	15831.90	5.67
Total Teaching Positions	84.40	100.00	1441.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.90	88.40	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.23	2.00	0.14	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	1.43	13.00	0.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	1.55	18.80	1.36	11746.90	4.23
Unknown/Incomplete/NA	6.00	7.39	86.20	6.22	14303.80	5.15
Total Teaching Positions	81.30	100.00	1384.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	3.90	2.90	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.90	2.90	1.1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.00	0
Local Assignment Options	1.00	0.80	1.2
Total Out-of-Field Teachers	1.40	0.80	1.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.30	7.5	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.40	3.5	5.1

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2024

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, 2024. 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 2024. 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 2024. 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 2024. 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 2024. 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, 2024. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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 revaluate instructional needs on campus as they relate to facilities in order to maintain an environment that meets the needs of students and teachers. In June 2016, Irvine voters passed Measure E, a school facilities bond estimated at $319 million. In 2018, Science classrooms and labs, over 25 years old, were remodeled and modernized in order to better accommodate the courses taught in them as well as bring them up to code. The next phase of the Measure E funds will be to construct and upgrade a brand new Theater and VAPA classrooms with an anticipated start date of 2025. Attention has also been devoted to our athletic facilities. During the 2022-23 School year, the district maintenance team invested over $50K in a complete renovation of our baseball stadium field. In addition, we are close to completion on a joint school-site / district project to install a new scoreboard for our softball field. During the s summer of 2024 there were a number of campus upgrades- alll roofs underwent construction. This was both a structural and cosmetic improvement. The 200 building received new carpet and paint. Installation of brand new turf was completed in the summer of 2024 and a new track is planned for the summer 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				11/16/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		202: 4. CEILING TILE HAS HOLE 7. OUTLET COVER IS MISSING ON WORKROOM AREA 203: 4. WATER STAIN CEILING TILES 205: 4. CEILING TILES HAVE HOLES 206: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY 214: 4. WATER STAIN CEILING TILES 217: 4. WATER STAIN CEILING TILES 220: 4. WATER STAIN CEILING TILES 222: 4. WATER STAIN CEILING TILES 14. CEMENT IS BROKEN AT DOOR ENTRY 301: 4. CEILING TILES ARE LOOSE

			303: 4. CEILING TILE IS LOOSE 304: 4. CEILING TILES ARE LOOSE 11. PAINT IS CHIPPING ON WALL 307: 4. WATER STAIN CEILING TILES 309: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WALL 15. DOOR DOES NOT CLOSE PROPERLY 313: 4. WATER STAIN CEILING TILES 315: 4. WATER STAIN CEILING TILES 318: 4. WATER STAIN CEILING TILES 501: 4. WATER STAIN CEILING TILES 502: 4. WATER STAIN CEILING TILES 509A: 4. WATER STAIN CEILING TILES 511: 4. WATER STAIN CEILING TILES 512: 4. WATER STAIN CEILING TILES 517: 4. CEILING TILES HAVE HOLES/ CARPET IS TORN 520: 4. RUBBER MOLDING IS BROKEN AT BASE OF WALL 521: 4. WATER STAIN CEILING TILES 702: 4. WATER STAIN CEILING TILES 705: 4. WATER STAIN CEILING TILES 9. SINK IS DRIPPING 707: 4. WATER STAIN CEILING TILES 708: 4. WATER STAIN CEILING TILES 709: 4. WATER STAIN CEILING TILES 10. PLUG IN AIR FRESHENER IN USE 710: 4. WATER STAIN CEILING TILES 711: 4. WATER STAIN CEILING TILES 713: 4. WATER STAIN CEILING TILES ATTENDANCE: 4. WATER STAIN CEILING TILES STAFF LOUNGE: 4. WATER STAIN CEILING TILES STORAGE: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		202: 4. CEILING TILE HAS HOLE 7. OUTLET COVER IS MISSING ON WORKROOM AREA 204: 7. LIGHT SWITCH COVER IS LOOSE 207/208: 7. OUTLET COVER IS BROKEN 310: 7. ELECTRICAL COVER IS MISSING ON WALL 11. PAINT IS CHIPPING ON WALL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		705: 4. WATER STAIN CEILING TILES 9. SINK IS DRIPPING
Safety: Fire Safety, Hazardous Materials	X		304: 4. CEILING TILES ARE LOOSE 11. PAINT IS CHIPPING ON WALL 309: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WALL 15. DOOR DOES NOT CLOSE PROPERLY 310: 7. ELECTRICAL COVER IS MISSING ON WALL 11. PAINT IS CHIPPING ON WALL 504: 11. PAINT IS CHIPPING ON WALL 14. TRIP HAZARD AT ASPHALT CEMENT SEAM 709: 4. WATER STAIN CEILING TILES 10. PLUG IN AIR FRESHENER IN USE

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			206: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY 219: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM 222: 4. WATER STAIN CEILING TILES 14. CEMENT IS BROKEN AT DOOR ENTRY 309: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON WALL 15. DOOR DOES NOT CLOSE PROPERLY 504: 11. PAINT IS CHIPPING ON WALL 14. TRIP HAZARD AT ASPHALT CEMENT SEAM 516: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM 518: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM NEAR RAILING LIBRARY: 15. CARPET IS TORN AT DOOR THRESHOLD

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	75	71	75	73	46	47
Mathematics (grades 3-8 and 11)	73	67	69	69	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	566	546	96.47	3.53	71.01
Female	253	243	96.05	3.95	73.14
Male	312	302	96.79	3.21	69.21
American Indian or Alaska Native	--	--	--	--	--
Asian	247	235	95.14	4.86	84.62
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	69	65	94.20	5.80	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	75.47
White	168	165	98.21	1.79	63.03
English Learners	29	21	72.41	27.59	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	120	93.75	6.25	49.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	24	88.89	11.11	20.83

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	566	548	96.82	3.18	67.15
Female	253	245	96.84	3.16	62.04
Male	312	302	96.79	3.21	71.19
American Indian or Alaska Native	--	--	--	--	--
Asian	247	237	95.95	4.05	84.39
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	70.59
Hispanic or Latino	69	65	94.20	5.80	33.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	73.58
White	168	164	97.62	2.38	56.71
English Learners	29	20	68.97	31.03	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	121	94.53	5.47	41.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	17.39

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	71.92	67.80	64.04	61.99	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1108	1092	98.56	1.44	67.49
Female	518	511	98.65	1.35	65.36
Male	586	577	98.46	1.54	69.15
American Indian or Alaska Native	--	--	--	--	--
Asian	453	447	98.68	1.32	80.09
Black or African American	25	24	96.00	4.00	20.83
Filipino	30	30	100.00	0.00	76.67
Hispanic or Latino	143	139	97.20	2.80	43.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	97	97	100.00	0.00	75.26
White	357	352	98.60	1.40	61.93
English Learners	45	43	95.56	4.44	6.98
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	260	255	98.08	1.92	45.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	46	85.19	14.81	23.91

2023-24 Career Technical Education Programs

The Career Technical Education (CTE) program at Irvine Unified School District (IUSD) provides students with opportunities to explore high-demand career pathways through courses that align with California's CTE Model Curriculum Standards and Career Readiness Standards. Many CTE courses are also UC a-g approved, allowing them to meet college preparatory requirements for admission to the University of California (UC) and California State University (CSU) campuses.

At University High School, students can take advantage of the following CTE courses:
IUSD CTE Courses Offered at University High School
- Visual Imagery
- Advanced Visual Imagery
- Video Production
- Advanced Video Production
- AP Computer Science Principles
- AP Computer Science
- Application Development
- Graphic Design
- Advanced Graphic Design
- Introductory Engineering
- Principles of Engineering
- Honors Principles of Engineering

2023-24 Career Technical Education Programs

- Advanced Engineering
- Technical Theater
- Intermediate Technical Theatre
- Advanced Technical Theater
- Music Tech
- Virtual Enterprise

Saddleback College and Coastline ROP CTE Courses Offered at University High School:
Saddleback College
o Auto 100
o Auto 101
Coastline ROP
o Automotive Internship

Partnership with Coastline ROP
Through a partnership with Coastline Regional Occupational Program (ROP), University High School offers additional career exploration courses across various industry sectors. Many of these courses articulate with local community colleges and can lead to industry-recognized certifications, giving students a competitive edge when they enter the workforce.

Professional Development and Industry Collaboration
The district actively engages with regional consortiums, such as OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, and the Orange County Business Council, to ensure the CTE program is high-quality and relevant to industry needs. Teachers participate in ongoing professional development and collaborate with business and industry leaders, who serve as guest speakers, mentors, and advisors. Business community members also serve on the CTE Advisory Committee, helping to shape program direction and curriculum.

Guidance and Counseling Support
The CTE program at University High School integrates seamlessly with the academic curriculum, ensuring that students meet high school graduation requirements while also exploring career opportunities. The program includes a strong career guidance component, providing students with opportunities to explore their interests and prepare for future careers through group counseling sessions, career interest surveys, and college and career preparation workshops. The school's College/Career Specialist and Coastline ROP Career Specialist provide individualized support to help students navigate postsecondary education and career options.

College Preparation
Throughout the academic year, University High School offers a variety of activities to help students prepare for college and career success. These activities include college visits, where students have opportunities to explore local colleges and universities, meet admissions representatives, and learn about academic programs. Regular drop-in counseling sessions and workshops guide students and parents on topics such as college applications, financial aid, and career planning.

Career Exploration
University High School offers Regional Occupational Programs (ROP) and CTE courses that provide hands-on experience in specific career fields, helping students prepare for entry-level employment or further study. The school also hosts presentations, career fairs, and information sessions to inform students about college and career opportunities. Presentations at middle schools also engage younger students in career exploration early.

Financial Literacy
The College and Career Center offers ongoing support throughout the year, including assistance with college applications, ROP classes, scholarships, resumes, and interview preparation. Workshops on financial literacy help students understand budgeting, scholarships, and managing financial responsibilities as they prepare for life after high school.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	650
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.91
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	72.15

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87.74%	90.94%	92.18%	91.12%	92.18%

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.

2024-25 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

2024-25 Opportunities for Parental Involvement

Parent Advisory Committees (ELAC, etc.)
School Volunteers
Parent Booster organizations for both athletics and performing arts
Parents may access the MyIUSD for information about their students (attendance, academics, discipline)
Parents can opt in through CANVAS which many of our teachers use to post assignments and other class materials and resources
Parents may access the University High School web page for academic and activities information
Teachers and staff are always available to answer questions and provide clarification.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	2.0	1.5	1.8	2.7	2.9	2.0	7.8	8.2	8.9
Graduation Rate	95.8	96.2	96.7	94.6	94.5	95.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	547	529	96.7
Female	262	255	97.3
Male	282	271	96.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	207	203	98.1
Black or African American	15	15	100.0
Filipino	13	13	100.0
Hispanic or Latino	71	68	95.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	44	43	97.7
White	195	185	94.9
English Learners	46	40	87.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	159	150	94.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	30	29	96.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2318	2294	215	9.4
Female	1041	1024	92	9.0
Male	1269	1262	120	9.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	923	920	53	5.8
Black or African American	60	60	12	20.0
Filipino	56	56	3	5.4
Hispanic or Latino	316	308	50	16.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	206	206	15	7.3
White	751	738	81	11.0
English Learners	177	175	26	14.9
Foster Youth	12	--	--	--
Homeless	14	12	6	50.0
Socioeconomically Disadvantaged	598	588	87	14.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	152	149	43	28.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.51	0.93	1.16	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.05	0.18	0.00	0.03	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.16	0.00
Female	1.34	0.00
Male	0.95	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.22	0.00
Black or African American	11.67	0.00
Filipino	1.79	0.00
Hispanic or Latino	1.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.46	0.00
White	1.20	0.00
English Learners	0.00	0.00
Foster Youth	16.67	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.51	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.95	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The University High School Comprehensive Safe School Plan was updated during the fall of 2024 by the school safety committee and reviewed by the school community during Back to School Night on September 11th, 2024 and the School Site Council on November 5, 2024. 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 2024 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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	24	71	
Mathematics	25	15	67	
Science	26	14	63	
Social Science	27	5	68	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	21	72	1
Mathematics	27	11	64	
Science	27	8	70	
Social Science	28	9	67	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	16	70	5
Mathematics	28	8	74	
Science	27	9	67	
Social Science	29	3	73	1

2023-24 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	371

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,885	$541	$7,344	$104,606
District	N/A	N/A	6,746	$97,544
Percent Difference - School Site and District	N/A	N/A	8.5	7.0
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-37.8	10.0

Fiscal Year 2023-24 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and

Fiscal Year 2023-24 Types of Services Funded

support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.
Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All school identified for Title I operate Schoolwide Programs

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

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$56,160	$56,573
Mid-Range Teacher Salary	$100,301	$87,186
Highest Teacher Salary	$129,651	$119,665
Average Principal Salary (Elementary)	$165,053	$148,486
Average Principal Salary (Middle)	$171,613	$154,835
Average Principal Salary (High)	$196,955	$170,008
Superintendent Salary	$376,853	$338,699
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	45.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	19
Fine and Performing Arts	5
Foreign Language	5
Mathematics	14
Science	18
Social Science	29
Total AP Courses Offered Where there are student course enrollments of at least one student.	90

Professional Development

During the 2022-23 school year, the University High School staff completed the intensive process of self-analysis and evaluation that is integral to the accreditation protocol set forth by the governing Western Association of Schools and Colleges. The steps taken included all staff members and representative groups of parents and students. The work started in earnest during the 2021-22 school year carried forward through the WASC Team visit in the spring of 2023. Currently, we have a plan (WASC Action Plan and Single Plan for Student Achievement) that identifies four Academic Areas of Need:
1. Increase the academic achievement for marginalized student groups (Special Education/504, ethnically and racially underrepresented students, low SES, Etc.)
2. Build the capacity of UHS students in terms of healthy social interactions, emotional regulation, self-care, resiliency to persevere, and other practices to ensure strong mental health and well-being.
3. Build the capacity of UHS students in terms of behavior and impulse regulation, resiliency, and other practices to ensure strong character to be a leader and contributing member of society.
4. Ensure methods of communication are sufficient so that students, staff, and the parent community have clarity regarding school procedures and available resources.

Our team has identified and continues to refine the various action steps that are and will be taken by our school as a whole and by individual departments and curricular teams. This plan resides in the format of both our WASC Accreditation Action Plan, as well as, our Single Plan for Student Achievement and will serve as the blueprint for staff development for the 2024-2025 school year and beyond. Our staff development time on site has focused on supporting the elements within the four areas of academic need via work within and among PLC teams.

Professional Development occurs during three district Professional Development days per year, and 12 hours of on site Professional Development which occur during 1 hour staff meetings and PLC meetings which occur on designated Thursday mornings.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15