Irvine High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.
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/.

2025-26 School Contact Information

School Name	Irvine High School
Street	4321 Walnut Ave.
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-7000
Principal	Jeffrey Hernandez
Email Address	JeffreyHernandez@iusd.org
School Website	irvinehigh.iusd.org
Grade Span	9-12
County-District-School (CDS) Code	30-73650-3030152

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Irvine High School opened its doors in 1976. It is one of five comprehensive high schools in the Irvine Unified School District and supports a population of 1903 students in grades 9-12. Irvine High School is proud of its ethnic diversity. Numerous students represent a variety of ethnic backgrounds and speak many different languages. In 2019 Irvine High School was named a California Distinguished School by the State Board of Education. In spring 2024 Irvine High was awarded a six-year status of accreditation from the Accrediting Commission for the Western Association of Schools and Colleges. In 2017 Irvine High School was recognized as a Gold Ribbon School and an Arts Exemplary School by the CA Department of Education. In 2018 Irvine High School was recognized with Gold Status for our continuous PBIS efforts through the California PBIS coalition. In 2019 Irvine High School was recognized with Platinum Status for our continuous PBIS efforts through the California PBIS

2025-26 School Description and Mission Statement

Coalition. In 2023 Irvine High School continued its recognition for our PBIS efforts through the California PBIS coalition with a Silver Status recognition. In 2022/2023 Irvine High School began the implementation of an AVID elective program and opened a sophomore level course. In 2023/2024 an AVID elective course was offered at the 9th, 10th, and 11th grade level with plans to add our 4th AVID elective course in the 2023/2024 school year.

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

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

The Student Learning Outcomes for Irvine High School students are listed below:

Students will be able to:
Demonstrate the ability to recognize and solve problems using critical thinking skills
Demonstrate knowledge of emotional, mental, and physical wellness and will exhibit positive and appropriate interpersonal skills
Demonstrate the ability to communicate effectively by listening, speaking, reading, writing and utilizing the technology of the 21st century
Demonstrate an understanding of what it means to be a contributing member of their local, national, global, and digital communities
Develop long and short term goals to prepare for a successful and informed transition to college and career

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	527
Grade 10	479
Grade 11	456
Grade 12	502
Total Enrollment	1,964

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6
Male	55.2
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	49.8
Black or African American	2
Filipino	3.4
Hispanic or Latino	16.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.3
White	20.5
English Learners	7.1
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	22.6
Students with Disabilities	10.5

A. Conditions of Learning

State Priority: Basic

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

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

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)	66.8	84.27	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.7	3.52	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	9.6	12.2	83.8	5.82	15831.9	5.67
Total Teaching Positions	79.3	100	1441.5	100	279044.8	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.

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)	64.7	84.36	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	1.72	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.14	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	10.5	13.76	86.2	6.22	14303.8	5.15
Total Teaching Positions	76.7	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	62.2	82.7	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.5	4.73	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.2	5.63	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	5.2	6.91	56.9	4.05	13705.8	4.91
Total Teaching Positions	75.2	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.70	1.3	3.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.70	1.3	3.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0.1	4.2
Total Out-of-Field Teachers	0.00	0.1	4.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.7	4.1	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.6	2.8	4.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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, 2025. All core textbooks and instructional materials purchased are board approved.	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	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.	0%
Science Laboratory Equipment (grades 9-12)	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.	0%

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

School Facility Conditions and Planned Improvements

Irvine High School is a safe and clean environment for learning. Our buildings and landscaping have received recognition for their architectural beauty. Irvine High School is a safe and functional campus. In February of 2025 Irvine High School opened a brand new Performing Arts Center that was funded through measure E funds. In the summer of 2025 Irvine High Stadium had modernization to the Football Turf and Track surface. In the summer of 2024 our Game Gym received a brand new wooden floor. In the summer of 2019 the student center was modernized with a new carpet, furniture, and paint. In the Summer and Fall 0f 2018 our Math and World Language buildings were modernized. An additional Laboratory classroom was developed by reconfiguring a large classroom in our Science building. Light fixtures throughout the campus have been replaced to provide better lighting. The City of Irvine completely renovated the swimming complex. New landscaping has been added and painting of the exterior façade has taken place. Cemented walkways are inspected and replaced for safety. The Irvine Fire Department inspects the facilities for safety annually and the district's Safety and Security Department inspect quarterly. Work orders and repairs are ongoing and attended to in a timely fashion.

Year and month of the most recent FIT report	10/28/2025

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			H2: 4. CARPET IS SEPARATING AT SEAM IN HALLWAY LIBRARY: 4. CEILING TILES ARE MISSING 12. ROOF LEAKS DURING RAIN/ WALL HAS WATER STAINS M10: 4. WATER STAIN CEILING TILES M9: 4. WATER STAIN CEILING TILES S3: 4. WATER STAIN CEILING TILES S6: 4. CEILING TILES IS BROKEN SC9: 4. CEILING TILE IS BROKEN UA10: 4. FORMICA IS BROKEN ON CABINETS UA3: 4. FORMICA IS BROKEN ON COUNTER UA6: 4. WATER STAIN CEILING TILES UA7: 4. WATER STAIN CEILING TILES UA9: 4. CEILING TILES IS LOOSE IN HALLWAY WL3: 4. WATER STAIN CEILING TILES IN 3A 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD IN 3a WL9: 4. WATER STAIN CEILING TILES
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation			
Electrical	X		M7: 7. SURGE PROTECTORS ARE DAISY CHAINED WL3: 4. WATER STAIN CEILING TILES IN 3A 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD IN 3a WL7: 7. LIGHT DIFFUSER IS CRACKED
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		H9: 11. PLUG IN AIR FRESHENER IN USE
Structural: Structural Damage, Roofs	X		LIBRARY: 4. CEILING TILES ARE MISSING 12. ROOF LEAKS DURING RAIN/ WALL HAS WATER STAINS
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		H11: 15. EXTERIOR DOOR DOES NOT CLOSE PROPERLY M6: 15. DOOR DOES NOT CLOSE PROPERLY

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	70	74	73	74	47	48
Mathematics (grades 3-8 and 11)	60	61	69	70	35	37

2024-25 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	450	441	98.00	2.00	73.92
Female	205	201	98.05	1.95	80.60
Male	244	239	97.95	2.05	68.62
American Indian or Alaska Native	0	0	0	0	0
Asian	228	227	99.56	0.44	79.30
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	95.00
Hispanic or Latino	63	60	95.24	4.76	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	34	94.44	5.56	79.41
White	94	91	96.81	3.19	73.63
English Learners	27	25	92.59	7.41	8.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100.00	0.00	60.00
Socioeconomically Disadvantaged	92	89	96.74	3.26	65.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	34	85.00	15.00	26.47

2024-25 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	449	440	98.00	2.00	61.36
Female	204	200	98.04	1.96	65.00
Male	244	239	97.95	2.05	58.58
American Indian or Alaska Native	0	0	0	0	0
Asian	227	227	100.00	0.00	74.45
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	60.00
Hispanic or Latino	63	59	93.65	6.35	35.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	34	94.44	5.56	67.65
White	94	91	96.81	3.19	47.25
English Learners	26	25	96.15	3.85	36.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	20	20	100.00	0.00	30.00
Socioeconomically Disadvantaged	92	89	96.74	3.26	39.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	33	82.50	17.50	24.24

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50.7	49.02	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	956	936	97.91	2.09	48.82
Female	425	416	97.88	2.12	51.92
Male	530	519	97.92	2.08	46.44
American Indian or Alaska Native	--	--	--	--	--
Asian	473	470	99.37	0.63	58.51
Black or African American	12	12	100.00	0.00	25.00
Filipino	40	40	100.00	0.00	55.00
Hispanic or Latino	142	133	93.66	6.34	23.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	72	70	97.22	2.78	55.71
White	210	204	97.14	2.86	40.20
English Learners	45	44	97.78	2.22	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	41	41	100.00	0.00	24.39
Socioeconomically Disadvantaged	241	233	96.68	3.32	31.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	83	83.84	16.16	18.07

2024-25 Career Technical Education Programs

Career Technical Education Programs (2024-25 School Year)
The Irvine Unified Career Technical Education (CTE) program provides students with opportunities to explore high-demand career industry sectors, aligning with California's CTE Model Curriculum Standards and Career Readiness Standards. The CTE program is integrated with the academic curriculum, and many courses are UC a-g approved, fulfilling admission requirements for the University of California and California State University systems.
At Irvine High School, students have access to the following CTE coursework:

IUSD CTE Courses Offered at Irvine High School:
Art of Fashion
Introduction to Business
Virtual Enterprise
Exploratory Computer Science
AP Computer Science
Introduction to Engineering
Principles of Engineering
Aerospace Engineering
Engineering Design
Computer Graphics Arts

2024-25 Career Technical Education Programs

Advanced Computer Graphics
Technical Theatre
Advanced Technical Theatre
Video Production
Art of Film
Advanced Video Production
Animation
Advanced Animation
Visual Imagery
Advanced Visual Imagery
Website Development
Advanced Website Development

Coastline ROP CTE Courses Offered at Irvine High School:
Auto MLR 1
Auto MLR 2
Advanced Auto

Partnership with Coastline ROP
The partnership with Coastline Regional Occupational Program (ROP) provides students with additional career exploration courses across various industry sectors. Many of these courses articulate with regional community colleges and lead to industry-recognized certifications.

Professional Development and Industry Collaboration
Irvine High School is part of several regional consortiums, including OC Pathways, Vital Link-CTEoc, the Irvine Chamber of Commerce, and the Orange County Business Council. Teachers engage in professional development and collaborate with industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community also contribute to the Career and Technical Education Advisory Committee.

Guidance and Counseling Support
The CTE program at Irvine High School includes strong guidance and counseling support. Students participate in career exploration activities through individual and group counseling sessions, which include career interest surveys and preparation for college and careers. The school's College/Career Specialist and Coastline ROP Career Specialist provide additional guidance to help students plan for postsecondary education or employment.

College Preparation
Irvine High School offers a wide range of college and career readiness experiences. Students have opportunities to explore college options through on-campus visits and sessions with representatives from community colleges, private universities, and the CSU and UC systems. Workshops are available on topics such as cover letter and resume writing, requesting letters of recommendation, and application assistance, helping guide students through the college admissions process.

Career Exploration
For students interested in the military, Irvine High School organizes military visits, scholarship presentations, and academy visits, providing firsthand insights into military life and opportunities. Career pathways workshops and presentations introduce students to various professions, helping them identify potential career paths that align with their interests and skills. Alumni presentations and hiring events provide additional opportunities for students to connect with professionals, network, and gain insights into different career paths.

Financial Literacy
To support financial planning for college or career training, the school hosts financial aid workshops and informational meetings, covering scholarships, grants, loans, and work-study programs. These sessions equip students with the knowledge needed to make informed financial decisions for their future.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1022
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	28.8

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.27
Graduates Who Completed All Courses Required for UC/CSU Admission	72.37

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.

2024-25 California Physical Fitness Test Participation Rates

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	80.15%	84.35%	83.21%	83.40%	85.11%

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.

2025-26 Opportunities for Parental Involvement

Parents of Irvine High have the opportunity to participate in PTSA, School Site Council, a wide range of academic, athletic, and performing arts booster clubs. Parents can become involved at the district level through various advisory committees and at the community level through the Irvine Public Schools Foundation. In the fall of 2022 our parent/guardian community was invited to participate in our WASC Self-Study process in preparation for our WASC visit during the Spring of 2024.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.9	2.9	3.1	2.9	2	2.3	8.2	8.9	8
Graduation Rate	95.1	94.7	93.8	94.5	95.5	95.2	86.2	86.4	87.5

2024-25 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	516	484	93.8
Female	220	209	95.0
Male	295	274	92.9
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	248	237	95.6
Black or African American	--	--	--
Filipino	20	20	100.0
Hispanic or Latino	82	76	92.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	33	32	97.0
White	122	108	88.5
English Learners	65	53	81.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	187	168	89.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	63	49	77.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2039	2012	169	8.4
Female	898	887	76	8.6
Male	1137	1121	90	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	1003	998	46	4.6
Black or African American	44	43	8	18.6
Filipino	67	67	4	6.0
Hispanic or Latino	334	326	50	15.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	146	145	14	9.7
White	424	412	45	10.9
English Learners	164	160	19	11.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	544	529	84	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	231	222	46	20.7

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.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.86	2.1	1.18	1.04	0.93	0.92	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.26	0.05	0.1	0.04	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.18	0.10
Female	0.67	0.00
Male	1.58	0.18
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.40	0.10
Black or African American	4.55	0.00
Filipino	1.49	0.00
Hispanic or Latino	2.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.37	0.00
White	0.94	0.24
English Learners	2.44	1.22
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.76	0.37
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.46	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.

2025-26 School Safety Plan

Irvine High School has developed a comprehensive Safe School Plan which was reviewed on October 28th 2025. Our plan is evaluated yearly and amended, as needed, by the School Site Council and the School Safety Planning Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

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

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	19	55	5
Mathematics	26	14	48	5
Science	29	4	49	6
Social Science	27	9	47	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	26	16	62	4
Mathematics	26	9	60	3
Science	29	2	56	5
Social Science	27	7	41	11

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	19	56	11
Mathematics	27	16	51	9
Science	28	8	52	7
Social Science	29	6	44	10

2024-25 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	325.17

2024-25 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	2.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$8,450	$541	$7,909	$109,737
District	N/A	N/A	7,069	$103,831
Percent Difference - School Site and District	N/A	N/A	14.0	11.8
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-30.6	14.8

Fiscal Year 2024-25 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 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.

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,726	$60,863
Mid-Range Teacher Salary	$106,670	$93,575
Highest Teacher Salary	$137,884	$125,548
Average Principal Salary (Elementary)	$174,086	$157,645
Average Principal Salary (Middle)	$184,591	$165,341
Average Principal Salary (High)	$210,425	$182,580
Superintendent Salary	$421,400	$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	40.8

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	13
Fine and Performing Arts	5
Foreign Language	3
Mathematics	11
Science	15
Social Science	24
Total AP Courses Offered Where there are student course enrollments of at least one student.	71

Professional Development

The primary area of focus for staff development during the 2025-2026 school years is multifaceted. Our focus is centered around the ongoing development of collaboration, sharing best practices, reviewing assessment data, and continual development of curriculum to meet the needs of all students. Our focus this year includes staff goals that will monitor inclusive environment on our campus and also looking at mastery grading. We have three assigned PD days this year which includes August 18th 2025, October 13th 2025, and March 9th 2026. We also have 6 days, 2 hour sessions each, in which we work with our staff on assigned minimum days to include additional PD on school safety, D/F data, AVID strategies, and WASC action plan. Staff development days and late starts are guided by our SPSA and WASC action plan. Our Staff Development Committee has oversight over content that is covered during our Staff Development days and late starts. Professional Learning Communities are the vehicle by which departments work on continuous improvement and assuring the work of our goals identified through our Single Plan for Student Achievement and WASC action plan are implemented and reinforced.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	9	9