

University High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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

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

University High School, located in the southern part of the Irvine Unified School District, serves 2,170 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. One hundred percent of University High's graduates enter post-secondary institutions. Of these, 60% enter four-year universities and colleges, while 40% of our graduates enter community college. University High students have consistently been successful in national and state academic awards programs such as the National Merit Scholarship Program, where 20 students qualified as finalists in fall of 2022. English speaking students make up a majority of our population.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	542
Grade 10	530
Grade 11	517
Grade 12	508
Total Enrollment	2,097

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.1
American Indian or Alaska Native	0.1
Asian	41.5
Black or African American	2.6
Filipino	2.3
Hispanic or Latino	10.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.7
White	33.2
English Learners	5.6
Foster Youth	0.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	19.9
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	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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	3.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.30	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2022

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, 2022. 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, 2022. 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, 2022. 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, 2022. 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, 2022. 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, 2022. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.	Yes	0%

School Facility Conditions and Planned Improvements

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

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

9/10/2022

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		210: 4. WATER STAIN CEILING TILES 211: 4. WATER STAIN CEILING TILES 212: 4. WATER STAIN CEILING TILES 215: 4. WALLPAPER TORN 221: 4. WATER STAIN CEILING TILES 301: 4. WATER STAIN CEILING TILES 306: 4. WATER STAIN CEILING TILES 308: 4. WATER STAIN CEILING TILES 312: 4. WATER STAIN CEILING TILES 317: 4. FORMICA MISSING ON COUNTER 15. WEATHER STRIPPING BENT ON DOOR FRAME 401: 4. WATER STAIN CEILING TILES 501: 4. WATER STAIN CEILING TILES 502: 4. WATER STAIN CEILING TILES 509A: 4. WATER STAIN CEILING TILES 512: 4. WATER STAIN CEILING TILES 705: 4. WATER STAIN CEILING TILES 707: 4. WATER STAIN CEILING TILES 711: 4. WATER STAIN CEILING TILES 713: 4. WATER STAIN CEILING TILES OFC: 4. WATER STAIN CEILING TILES STORAGE: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			LIBRARY: 7. TRIP HAZARD HOLE ON FLOOR AT ELECTRICAL OUTLET 11. PAINT CHIPPING ON EXIT DOORS
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			220: 11. PAINT CHIPPING ON PIPE AT ENTRY 310: 11. PAINT CHIPPING ON PIPE AT ENTRY LIBRARY: 7. TRIP HAZARD HOLE ON FLOOR AT ELECTRICAL OUTLET 11. PAINT CHIPPING ON EXIT DOORS
Structural: Structural Damage, Roofs	X			202: 12. DRY ROT ON EAVE 205: 12. DRY ROT ON EAVE/ WATER DRIPPING ON WALKWAY
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			317: 4. FORMICA MISSING ON COUNTER 15. WEATHER STRIPPING BENT ON DOOR FRAME 510: 15. WEATHER STRIP IS TORN ON DOOR 511: 15. WEATHER STRIP IS TORN ON DOOR 522: 15. WEATHER STRIP IS TORN ON DOOR

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	75	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	70	N/A	68	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	496	473	95.36	4.64	75.26
Female	252	241	95.63	4.37	76.35
Male	242	230	95.04	4.96	73.91
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	215	210	97.67	2.33	85.24
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	40	95.24	4.76	70.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	44	91.67	8.33	81.82
White	170	159	93.53	6.47	64.15
English Learners	23	21	91.30	8.70	9.52
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	57.14
Socioeconomically Disadvantaged	90	84	93.33	6.67	48.81
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	22	78.57	21.43	40.91

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	496	474	95.56	4.44	69.62
Female	252	241	95.63	4.37	67.63
Male	242	231	95.45	4.55	71.43
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	215	211	98.14	1.86	86.26
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	38	90.48	9.52	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	48	45	93.75	6.25	66.67
White	170	159	93.53	6.47	59.12
English Learners	23	21	91.30	8.70	23.81
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	14	13	92.86	7.14	23.08
Socioeconomically Disadvantaged	90	84	93.33	6.67	44.05
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	24	85.71	14.29	20.83

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	67.06	NT	61.37	28.5	29.47

2021-22 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	977	932	95.39	4.61	67.06
Female	463	446	96.33	3.67	64.35
Male	512	484	94.53	5.47	69.42
American Indian or Alaska Native	--	--	--	--	--
Asian	435	425	97.7	2.3	76
Black or African American	15	15	100	0	33.33
Filipino	22	22	100	0	81.82
Hispanic or Latino	73	66	90.41	9.59	40.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	91	88	96.7	3.3	73.86
White	339	315	92.92	7.08	59.37
English Learners	32	27	84.38	15.62	7.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	36	34	94.44	5.56	35.29
Socioeconomically Disadvantaged	180	169	93.89	6.11	43.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	35	83.33	16.67	37.14

2021-22 Career Technical Education Programs

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

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

The CTE program is integrated with the academic program and satisfy high school graduation requirements. CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has a strong guidance-counseling component where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career. In addition, University High School has a College/Career Specialist and a Coastline ROP Career Specialist that provide students with additional guidance and support to prepare students for a postsecondary education or employment, if they choose.

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

The district is a member of regional consortiums including participating members in OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, and the Orange County Business Council. Teachers participate in professional development and network with business and industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community participate in the career and technical education advisory committee.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	599
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.8
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.86
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	78.57

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	85.92%	87.17%	87.17%	86.63%	86.81%

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.

2022-23 Opportunities for Parental Involvement

School Site Council Representatives
PTSA Board and Committees (meets the last Tuesday of each month)
PTSA Student Store operated 5 days per week
All Night Graduation Party Committee
Parent Advisory Committees (ELAC, etc.)
School Volunteers
Parent Booster organizations for both athletics and performing arts
Parents may access the 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.9	2		2.4	2.7		8.9	7.8
Graduation Rate		95.2	95.8		94.6	94.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	503	482	95.8
Female	222	215	96.8
Male	281	267	95.0
American Indian or Alaska Native	--	--	--
Asian	230	226	98.3
Black or African American	--	--	--
Filipino	13	12	92.3
Hispanic or Latino	32	27	84.4
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	49	45	91.8
White	173	166	96.0
English Learners	62	56	90.3
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	128	121	94.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	31	26	83.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2178	2147	229	10.7
Female	1008	994	110	11.1
Male	1162	1145	115	10.0
American Indian or Alaska Native	3	3	1	33.3
Asian	888	883	52	5.9
Black or African American	59	59	14	23.7
Filipino	51	50	3	6.0
Hispanic or Latino	236	225	53	23.6
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	206	206	16	7.8
White	730	716	87	12.2
English Learners	146	138	26	18.8
Foster Youth	3	3	1	33.3
Homeless	11	10	3	30.0
Socioeconomically Disadvantaged	477	470	93	19.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	142	139	41	29.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.24	0.73	2.45
Expulsions	0.00	0.01	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.33	0.51	0.14	0.86	0.20	3.17
Expulsions	0.00	0.05	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.51	0.05
Female	0.30	0.00
Male	0.69	0.09
American Indian or Alaska Native	0.00	0.00
Asian	0.23	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.82	0.14
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.52	0.70

2022-23 School Safety Plan

The University High School Comprehensive Safe School Plan was updated during the fall of 2022 by the school safety committee and reviewed by the school community during Back to School Night on September 7th, 2021. Elements of the plan regarding emergency preparation, the Trojan Code of Conduct, and evacuation procedures have been communicated to the entire staff over the course of the 2022 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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34	12	14	53
Mathematics	31	11	16	41
Science	39		18	45
Social Science	44	2	14	44

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

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	

2021-22 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	524.25

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	0.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7211	\$398	\$6,813	\$94811
District	N/A	N/A	5796	\$86,958
Percent Difference - School Site and District	N/A	N/A	16.1	8.6
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	3.3	10.5

2021-22 Types of Services Funded

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.

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,071	\$51,081
Mid-Range Teacher Salary	\$89,426	\$77,514
Highest Teacher Salary	\$115,594	\$105,764
Average Principal Salary (Elementary)	\$144,393	\$133,421
Average Principal Salary (Middle)	\$152,197	\$138,594
Average Principal Salary (High)	\$174,854	\$153,392
Superintendent Salary	\$335,993	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	48.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	19
Fine and Performing Arts	4
Foreign Language	6
Mathematics	14
Science	19
Social Science	31
Total AP Courses Offered Where there are student course enrollments of at least one student.	93

Professional Development

During the 2015-16 school year, the University High School staff completed the intensive process of self-analysis and evaluation that is integral to the accreditation protocol set forth by the governing Western Association of Schools and Colleges. The steps taken included all staff members and representative groups of parents and students. The work started during the 2014-15 school year carried forward through the WASC Team visit in the spring of 2016. Currently, we have a plan (WASC Action Plan and School Plan for Student Achievement) that identifies two Critical Areas of Need:

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

Our team has identified continues to refine the various action steps that are and will be taken by our school as a whole and by individual departments and curricular teams. This plan resides in the format of both our WASC Accreditation Action Plan, as well as, our School Plan for Student Achievement and will serve as the blueprint for staff development over the next three years to six years. We began our Focus on Learning Accreditation process last year in anticipation of a full visit in the spring of 2023. During this time, the majority of our time spent collaborating as a school site staff has been spent engaging in the Focus on Learning process and building our Self-Study report.

Over the past several years, three days per year, or 18 hours, are allocated for targeted staff development activities, which occur currently on Thursday mornings for on-going teacher collaboration and training. There is also one day in October dedicated to specific onsite staff development needs. This day is planned and executed by administrative team in collaboration with the leadership team of the school and other key members of the school site and district teams depending on needed expertise. In addition to these days, we have one full day before school starts and one day in February during which the professional development is orchestrated by the district Education Services team and is designed to support initiatives as articulated in our Local Control Accountability Plan (LCAP). Again, the majority of time spent as a site, has been working through the WASC, Self-Study process. This year, our February Staff Development Day has been turned over to site PLC teams to focus on the most pressing working around the Learning Cycle.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3