

# University High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	University High School
<b>Street</b>	4771 Campus Drive
<b>City, State, Zip</b>	Irvine, CA 92612
<b>Phone Number</b>	(949) 936-7600
<b>Principal</b>	Kevin Astor
<b>E-mail Address</b>	kevinastor@iusd.org
<b>Web Site</b>	<a href="http://www.universityhigh.org/">http://www.universityhigh.org/</a>
<b>CDS Code</b>	30-73650-3035102

<b>District Contact Information</b>	
<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Terry Walker
<b>E-mail Address</b>	TerryWalker@iusd.org
<b>Web Site</b>	www.iusd.org

### School Description and Mission Statement (School Year 2018-19)

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 over 2,300 students and an additional 64 students in the 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. 99% of University High's graduates enter post-secondary institutions. Of these, 70% enter four-year universities and colleges. 29% of our graduates enter community college, while 1% entered trade or technical school, the military or planned to work/travel. University High students have consistently been successful in national and state academic awards programs such as the National Merit Scholarship Program, where 32 students qualified as finalists in spring of 2018. English speaking students make up a majority of our population.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	583
Grade 10	583
Grade 11	663
Grade 12	663
<b>Total Enrollment</b>	<b>2,492</b>

### Student Enrollment by Group (School Year 2017-18)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	2.0
American Indian or Alaska Native	0.2
Asian	45.6
Filipino	2.4
Hispanic or Latino	9.3
Native Hawaiian or Pacific Islander	0.3
White	34.9
Socioeconomically Disadvantaged	21.2
English Learners	11.1
Students with Disabilities	5.7
Foster Youth	0.0

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	108.90	105.00	97.40	1507.07
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	9.00	3.20	3.00	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

University High School maintains a safe and clean campus. Each year the administrative team reevaluates instructional needs on campus as they relate to facilities in order to maintain an environment that meets the needs of students and teachers. An athletic stadium was completed in the fall of 2013 offering the campus state of the art sports facilities. In spring of 2014 an additional computer lab was added for use by all teachers. In the 2014/2015 school year, modifications will occur to classrooms to better accommodate the courses taught in them and the instructional needs of the teachers.

All classrooms are networked for instructional and administrative purposes. We continue to purchase technology with grant funds and donations to support the instructional program. Each instructional classroom is equipped with a computer, LCD projector and screen for instructional use. Most classrooms are also equipped with document cameras. Four computer labs are equipped with equipment for student use.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	1021: 4. WATER STAIN CEILING TILES 1026: 4. WATER STAIN CEILING TILES 202: 4. WATER STAIN CEILING TILES/ WATER STAIN CEILING TILES IN WORKROOM AREA 203: 4. WATER STAIN CEILING TILES 206: 4. SMALL WATER STAIN CEILING TILE 14. TRIP HAZARD ON WALKWAY 220: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 301: 14. CONCRETE IS CRACKED WITH HOLES AT ENTRY 318: 4. CEILING TILES ARE CRACKED AND MISSING

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		506: 4. CEILING TILE HAS HOLE 507: 4. CEILING TILE HAS HOLE 514: 4. CEILING TILE HAS HOLE 701: 4. WATER STAIN CEILING TILES 703: 4. SMALL WATER STAIN CEILING TILE 921: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON DOOR MPR: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	921: 4. CEILING TILE HAS HOLE 11. PAINT IS CHIPPING ON DOOR MEN'S RR: 11. PAINT IS CHIPPING ON DOOR
<b>Structural:</b> Structural Damage, Roofs	Good	206: 4. SMALL WATER STAIN CEILING TILE 14. TRIP HAZARD ON WALKWAY
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	504: 14. TRIP HAZARD ON CEMENT WALKWAY 517: 14. TRIP HAZARD ON CEMENT WALKWAY 522: 14. TRIP HAZARD ON CEMENT WALKWAY

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/15/2018	
<b>Overall Rating</b>	<b>Good</b>

## 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, which 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); and
- 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	83.0	76.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	74.0	74.0	74.0	37.0	38.0

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	640	622	97.19	76.37
Male	328	320	97.56	72.50
Female	312	302	96.79	80.46
Black or African American	15	15	100.00	53.33
American Indian or Alaska Native	--	--	--	--
Asian	293	289	98.63	83.74
Filipino	14	12	85.71	66.67
Hispanic or Latino	52	50	96.15	58.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	219	209	95.43	71.29
Two or More Races	39	39	100.00	84.62
Socioeconomically Disadvantaged	149	141	94.63	58.16
English Learners	93	87	93.55	45.98
Students with Disabilities	31	30	96.77	40.00

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	640	621	97.03	74.4
Male	328	320	97.56	75.31
Female	312	301	96.47	73.42
Black or African American	15	15	100	40
American Indian or Alaska Native	--	--	--	--
Asian	293	289	98.63	87.54
Filipino	14	12	85.71	66.67
Hispanic or Latino	52	50	96.15	54
Native Hawaiian or Pacific Islander	--	--	--	--
White	219	208	94.98	65.87
Two or More Races	39	39	100	66.67
Socioeconomically Disadvantaged	149	140	93.96	50
English Learners	93	87	93.55	58.62
Students with Disabilities	31	30	96.77	20

Note: 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.

Note: 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.

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 Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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 pathways leading to post-secondary employment and college or university education programs are; Digital, Visual and Media Arts, Production and Managerial Arts – Theater Stage Craft and Video Production, Engineering Design, Information and Communication Technologies, Entrepreneurship, and Automotive Service-Repair and Maintenance. CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program and satisfy high school graduation requirements. CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has a strong guidance-counseling component where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career.

The district’s partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in all industry sectors. The CTE program includes courses that articulate with regional community colleges.

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

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	513
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.4
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	72.3

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.2	26.5	50.3

Note: 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.



## 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2018-19)

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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.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	1.3	1.6	2.7	2.8	1.5	2.3	10.7	9.7	9.1
<b>Graduation Rate</b>	97.2	96.0	94.1	94.7	96.3	94.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	94.3	88.7
Black or African American	100.0	90.9	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	97.9	96.4	94.9
Filipino	100.0	97.4	93.5
Hispanic or Latino	100.0	88.3	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	94.3	92.1
Two or More Races	100.0	86.4	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	75.0	65.8	56.7
Students with Disabilities	90.9	70.7	67.1
Foster Youth	0.0	100.0	74.1

**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**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.3	1.7	1.8	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

The University High School Comprehensive Safe School Plan was reviewed and revised during the fall of 2018 and reviewed by the school community through Back to School Night in September 2018. 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 fall 2018 semester.

Key elements of the plan include:

- current data review of attendance, suspensions, expulsions and crimes committed on campus
- reference to education code relevant to school safety
- campus, district and community contact information in the case of an emergency
- areas and issues of safety concern on campus
- disaster, fire, evacuation and lockdown procedures, protocols, related forms and duties
- Trojan Code of Conduct
- procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- procedures that create a safe and orderly environment conducive to learning at school

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	21	17	60	28.0	28	24	51	30.0	18	23	51
Mathematics	24.0	7	6	6	18.0	14	4	6	32.0	9	16	48
Science	33.0	2	29	41	32.0	5	21	47	32.0	4	27	43
Social Science	34.0	3	25	46	34.0	5	13	52	33.0	5	14	50

Note: Number of classes indicates how many classrooms 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.6	445
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist (non-teaching)	7.0	N/A
Other	0	N/A

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

\*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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,337	\$394	\$5,942	\$88,658
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	6.5	7.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-18.1	9.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including: Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire 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.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	13	N/A
Fine and Performing Arts	5	N/A
Foreign Language	7	N/A
Mathematics	8	N/A
Science	20	N/A
Social Science	24	N/A
All courses	77	43.7

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## Professional Development (Most Recent Three Years)

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The schoolwide concentrated effort going into the 2014-15 school year was to bring consistency to curriculum, instruction and assessment in an effort to support all students. An annual comprehensive data review took place during the summer in which the Leadership Team analyzes all standardized testing results, grade distributions, and other pertinent information as a springboard to set all school improvement decisions.

Additionally, much time and effort was being given to developing a sound transition focus for students to assure them of skills they can gain to enter the work force and/or attend higher education. Students, parents and counselor meet at the end of the sophomore year to review educational progress and plan the student's program for the future.

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

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

Our team has identified continues to refine the various action steps that are and will be taken by our school as a whole and by individual departments and curricular teams. This plan resides in the format of both our WASC Accreditation Action Plan, as well as, our School Plan for Student Achievement and will serve as the blueprint for staff development over the next three years to six years.

Over the past several years, three days per year, or 18 hours, are allocated for targeted staff development activities, which occur on Wednesday 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 the leadership team of the school.