Irvine High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Irvine High School
Street	4321 Walnut Ave.
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-7000
Principal	Monica Colunga, Ed.D.
Email Address	monicacolunga@iusd.org
School Website	irvinehigh.iusd.org
County-District-School (CDS) Code	30-73650-3030152

2023-24 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

2023-24 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 1928 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 2007 Irvine High School was named a California Distinguished School by the State Board of Education. In 2015 Irvine High School was once again named a Grammy Signature School Semi- Finalist, recognizing the music program as one of the top in the nation .In spring 2018 Irvine High was awarded a six-year status of accreditation from the Accrediting Commission for the Western Association of Schools and Colleges. In 2012 Irvine High School was selected as a California Leadership Site for our exemplary program in Positive Behavior Intervention and Support. 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 Coalition. In 1923 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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	477
Grade 10	508
Grade 11	473
Grade 12	404
Total Enrollment	1,862

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2%
Male	54.6%
American Indian or Alaska Native	0.2%
Asian	47.2%
Black or African American	2%
Filipino	3.5%
Hispanic or Latino	15%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	8.4%
White	23.4%
English Learners	7.7%
Foster Youth	0.3%
Homeless	0.1%
Socioeconomically Disadvantaged	21.4%
Students with Disabilities	11.9%

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)	53.50	81.39	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)	4.20	6.49	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	7.90	12.10	51.70	3.77	18854.30	6.86
Total Teaching Positions	65.80	100.00	1371.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.80	84.27	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	3.52	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	9.60	12.20	83.80	5.82	15831.90	5.67
Total Teaching Positions	79.30	100.00	1441.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	4.20	2.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.20	2.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	11.2	7.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	3.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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, 2023. 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 2023. 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 2023. 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 2023. 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 2023. 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, 2023. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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 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. In the Summer of 2018 all fluorescent light fixtures were replaced with LED light fixtures. A new 12 classroom building that houses our Social Science department was built in the summer and fall of 2015. The synthetic turf and all weather track were replaced in the stadium during the summer of 2015. 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. In the fall of 2021 through 2023 Irvine High School was involved in a Parking Lot Expansion to accommodate the new Performing Arts Center that is being built with "Measure E" funding. The new Performing Arts Center is scheduled to be completed in the fall of 2024.

Year and month of the most recent FIT report	11/4/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			H12/ PHOTO LAB: 12. WATER DAMAGE TO CEILING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	68	70	75	75	47	46
Mathematics (grades 3-8 and 11)	61	63	68	69	33	34

2022-23 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	476	425	89.29	10.71	70.12
Female	226	200	88.50	11.50	77.50
Male	249	224	89.96	10.04	63.39
American Indian or Alaska Native	--	--	--	--	--
Asian	218	200	91.74	8.26	80.00
Black or African American	14	13	92.86	7.14	46.15
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	55	46	83.64	16.36	58.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	41	95.35	4.65	73.17
White	132	111	84.09	15.91	57.66
English Learners	37	28	75.68	24.32	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	39	37	94.87	5.13	67.57
Socioeconomically Disadvantaged	119	99	83.19	16.81	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	37	72.55	27.45	32.43

2022-23 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	476	427	89.71	10.29	63.00
Female	226	199	88.05	11.95	65.83
Male	249	227	91.16	8.84	60.35
American Indian or Alaska Native	--	--	--	--	--
Asian	218	203	93.12	6.88	82.27
Black or African American	14	12	85.71	14.29	8.33
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	55	47	85.45	14.55	38.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	39	90.70	9.30	58.97
White	132	113	85.61	14.39	44.25
English Learners	37	34	91.89	8.11	38.24
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	39	35	89.74	10.26	62.86
Socioeconomically Disadvantaged	119	97	81.51	18.49	44.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	34	66.67	33.33	26.47

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	55.74	54.85	61.37	64.04	29.47	30.29

2022-23 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	865	805	93.06	6.94	54.78
Female	403	376	93.30	6.70	53.46
Male	459	426	92.81	7.19	55.63
American Indian or Alaska Native	--	--	--	--	--
Asian	409	390	95.35	4.65	68.46
Black or African American	20	18	90.00	10.00	5.56
Filipino	28	26	92.86	7.14	69.23
Hispanic or Latino	124	113	91.13	8.87	30.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	80	73	91.25	8.75	53.42
White	201	182	90.55	9.45	43.96
English Learners	61	58	95.08	4.92	10.34
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	76	73	96.05	3.95	49.32
Socioeconomically Disadvantaged	201	182	90.55	9.45	37.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	96	75	78.13	21.87	24.00

2022-23 Career Technical Education Programs

Irvine Unified Career Technical Education (CTE) courses provide students with the opportunity to explore high-demand career industry sectors aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program, and many CTE courses are UC a-g approved college preparatory courses that meet course requirements for admission to the University of California and California State University campuses.

Students at Irvine High School have opportunities to participate in the following Career Technical Education (CTE) coursework:
IUSD CTE Courses Offered at Irvine High School
? Virtual Enterprise
? Exploratory Computer Science
? AP Computer Science
? Introduction to Engineering
? Principles of Engineering
? Aerospace Engineering
? Engineering Design
? Computer Graphics Arts
? Advanced Computer Graphics
? Technical Theatre
? Advanced Technical Theatre
? Video Production
? 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

In addition, the district's partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in various industry sectors for in-person instruction. 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 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.

The CTE program has a strong guidance and counseling component, where students participate in career exploration through guidance lessons that include career interest surveys and preparing for college and career. In addition, Irvine High School has a College/Career Specialist and a Coastline ROP Career Specialist who provide students with additional guidance and support to prepare them for postsecondary education or employment, if they choose.

Irvine High School offers a comprehensive range of college and career readiness experiences. Students have the opportunity to explore various college options through on-campus visits and informative sessions with representatives from community colleges, private universities, and the California State University (CSU) and University of California (UC) systems. Additionally, workshops on cover letter and resume writing, letter of recommendation requests, and application assistance guide students through the college admissions process.

For those considering a career in the military, the school organizes military visits, scholarship presentations, and academy visits, providing students with firsthand insights into military life and available opportunities. Career pathways workshops and presentations introduce students to various professions and industries, helping them identify potential career paths that align with their interests and skills.

To assist students with financial planning for college or career training, the school hosts financial aid workshops and informational meetings, covering topics such as scholarships, grants, loans, and work-study programs. Alumni presentations

2022-23 Career Technical Education Programs

and hiring events further connect students with professionals in various fields, providing opportunities for networking and gaining insights into potential career paths.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	866
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.1
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.45
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	63.37

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	83.47%	85.98%	75.94%	86.19%	77.41%

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.

2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.5	4.8	2.9	2.1	2.7	2.9	9.4	7.8	8.2
Graduation Rate	95.6	93.1	95.1	95.4	94.6	94.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	410	390	95.1
Female	187	180	96.3
Male	221	208	94.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	204	198	97.1
Black or African American	--	--	--
Filipino	18	18	100.0
Hispanic or Latino	70	67	95.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	34	32	94.1
White	76	67	88.2
English Learners	61	51	83.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	125	114	91.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	53	47	88.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1935	1909	155	8.1
Female	872	858	72	8.4
Male	1057	1045	79	7.6
Non-Binary	6	6	4	66.7
American Indian or Alaska Native	5	5	1	20.0
Asian	901	897	44	4.9
Black or African American	38	37	4	10.8
Filipino	67	67	3	4.5
Hispanic or Latino	300	292	44	15.1
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	161	160	19	11.9
White	454	442	38	8.6
English Learners	167	159	20	12.6
Foster Youth	10	9	4	44.4
Homeless	6	4	3	75.0
Socioeconomically Disadvantaged	468	453	69	15.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	249	240	64	26.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.40	1.51	1.86	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.11	0.26	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.86	0.26
Female	1.26	0.11
Male	2.37	0.38
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.22	0
Black or African American	10.53	2.63
Filipino	0	0
Hispanic or Latino	5	1
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.62	0
White	2.64	0
English Learners	4.19	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.27	0.85
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.62	1.2

2023-24 School Safety Plan

Irvine High School has developed a comprehensive Safe School Plan. 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.

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	26	14	36	10
Mathematics	26	9	41	4
Science	25	9	39	1
Social Science	23	15	39	

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	23	23	60	
Mathematics	24	25	51	
Science	25	17	51	
Social Science	25	9	50	

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

2022-23 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	465.5

2022-23 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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,461	$454	$7,007	$94,293
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	12.4	8.1
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	17.5	9.9

Fiscal Year 2022-23 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:

Fiscal Year 2022-23 Types of Services Funded

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 schools 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 the use of technology to improve the academic achievement and digital literacy of all students.

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$51,523	$55,550
Mid-Range Teacher Salary	$92,019	$80,703
Highest Teacher Salary	$118,946	$109,418
Average Principal Salary (Elementary)	$150,833	$137,703
Average Principal Salary (Middle)	$159,048	$143,760
Average Principal Salary (High)	$180,782	$159,021
Superintendent Salary	$345,737	$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	39.3

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	4
Foreign Language	2
Mathematics	10
Science	12
Social Science	20
Total AP Courses Offered Where there are student course enrollments of at least one student.	61

Professional Development

The primary area of focus for staff development during the 2023-2024 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 WASC self study data is the focus this year as we work toward the development of a new action plan that will be implemented during the 2023-2024 school year. This action plan will be used as a spring board for ongoing collaboration and guiding instruction of areas that need to be addressed in meeting the needs of all students. 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 School 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5