

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Woodbridge High	District Name	Irvine Unified
Street	2 Meadowbrook	Phone Number	949-936-5000
City, State, Zip	Irvine , CA 92604-4726	Web Site	www.iusd.org
Phone Number	949-936-7800	Superintendent	Gwen Gross
Principal	Jason Vilorio	E-mail Address	ggross@iusd.org
E-mail Address	jvilorio@iusd.org	CDS Code	30-73650-3030285

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Woodbridge High School is accredited by the Western Association of Schools and Colleges. It is one of four comprehensive high schools in the city of Irvine, California. The school is located in the planned residential community of Woodbridge which affords access to community athletic fields in addition to the facilities on the school's 22 acre campus. Current enrollment is 2090 students in grades 9-12.

The curriculum provides students with a strong college preparatory academic program as well as courses in

developing job-entry skills. Ninety-eight percent of students continue their education in colleges or universities. Sixty seven percent of the students enroll in honors and/or advanced placement courses. Twenty five percent of students participate in career exploration courses offered through the Regional Occupation Program (ROP). All core curricular areas are aligned with the California Standards.

The school endorses the Irvine Unified School District's vision and mission statement: "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, and to accomplish these things by providing the highest quality educational experiences we can envision". To accomplish this goal, imbedded in the school's program are learning opportunities that assist students in building their skills in each of three areas, identified as the "Way of the Warrior"; to become Effective Communicators, Critical Thinkers and Responsible 21st Century Citizens.

There is strong student participation in the school's athletics and performing arts programs. Thirty five percent of the students participated in the athletics program with many teams reaching league finals. The athletic program actively promotes life-long physical health among students and community members by sponsoring an annual Invitational Cross Country Meet and Half Marathon with over 4,000 participants. Each year, the school's Marching Band, Concert Orchestra, and Jazz Band feature spectacular student performances. The drama and dance programs have featured talented students in dance, musical and dramatic performances.

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents are a welcome facet of the school wide community. There is an active participation by parents in the PTSA, School wide Booster Club, and Grad-Night Committee as well as in volunteering time to assist the school with clerical duties.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	510
Grade 10	567
Grade 11	575
Grade 12	490
Total Enrollment	2142

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.89 %
American Indian or Alaska Native	0.56 %
Asian	28.29 %
Filipino	1.82 %
Hispanic or Latino	7.94 %
Pacific Islander	0.42 %
White (not Hispanic)	54.53 %
Multiple or No Response	3.55 %
Socioeconomically Disadvantaged	6 %

English Learners	8 %
Students with Disabilities	8 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				2006-07				2007-08			
	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	28.4	33	11	35	26.4	35	21	27	27.0	30	23	25
Mathematics	26.9	33	17	25	28.4	29	8	35	27.2	29	15	27
Science	32.9	1	26	34	30.5	4	33	25	31.6	3	25	29
Social Science	33.1	5	8	42	32.2	2	21	33	29.6	7	23	28

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Woodbridge High School has developed a comprehensive Safe School Plan to ensure a safe learning environment for all students. Key elements of this 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	8.0	5.1	4.4	4.0	3.1	3.6
Expulsions	0.2	0.2	0.1	0.1	0.1	0.2

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school's 22 acre campus includes an award winning architectural plan, including a theater, library and media center, business and technology labs, auto shop, and athletic facilities. Off-campus soccer, baseball, and softball fields are located next to the campus as shared community facilities. In addition to a planned modernization, IUSD has approved funding for an expansion of Woodridge High School. Scheduled to begin in Spring 2009 the modernization and expansion will update existing school facilities and add a performing arts complex, fitness center and swimming pool.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.			

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	89	93	93	1222
Without Full Credential	2	1	1	3

Teaching Outside Subject Area of Competence	0	0	0	0
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Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.7	0.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.7	0.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	476
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Mathematics	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
History-Social Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Health	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned	0
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material	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	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5,377	337	5,041	65,081
District	N/A	N/A	4,747	\$70116
Percent Difference – School Site and District	N/A	N/A	5.83	-7.74

State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-5.14	0.11

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For 2007-2008, Woodbridge High School received special funds in the amount of \$ 117,586.55. The majority of these funds were spent on personnel, including – classroom teachers, and instructional assistants, and to serve with unique educational needs in the following programs:

Special Programs	Amount
Economic Impact Aid	\$ 48,279.55
Gifted and Talented	\$ 1,500.00
School Improvement Plan	\$ 67,807.00

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39238	\$40721
Mid-Range Teacher Salary	\$70075	\$65190
Highest Teacher Salary	\$90584	\$84151
Average Principal Salary (Elementary)	\$108570	\$104476
Average Principal Salary (Middle)	\$112956	\$108527
Average Principal Salary (High)	\$127207	\$119210
Superintendent Salary	\$182345	\$210769
Percent of Budget for Teacher Salaries	41.7 %	39.9 %
Percent of Budget for Administrative Salaries	4.7 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	65	67	66	75	76	78	42	43	46
Mathematics	57	63	62	74	74	76	40	40	43
Science	54	56	63	72	75	80	35	38	46
History-Social Science	60	59	62	66	60	67	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	45	43	48	37
American Indian or Alaska Native	*	*	*	*
Asian	70	78	72	69
Filipino	67	61	54	57
Hispanic or Latino	54	41	39	51
Pacific Islander	*	*	*	*
White (not Hispanic)	68	57	63	60
Male	60	61	63	64
Female	73	62	63	59
Economically Disadvantaged	38	32	29	
English Learners	21	62	19	25
Students with Disabilities	16	18	23	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	78.7	78.6	84.1	81.7	80.1	84.8	51.1	48.6	52.9
Mathematics	84.3	86.1	86.9	85.2	87.0	88.1	46.8	49.9	51.3

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	15.9	55.5	28.5	13.1	30.3	56.6
Male	18.8	55.6	25.7	13.8	27.6	58.6
Female	13.2	55.5	31.2	12.4	32.8	54.7
African American	39.1	47.8	13.0	43.5	34.8	21.7
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15.2	51.5	33.3	4.8	14.5	80.6
Filipino	14.3	42.9	42.9	0.0	64.3	35.7
Hispanic or Latino	25.0	65.0	10.0	37.5	40.0	22.5
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	13.2	57.4	29.4	12.8	35.4	51.8
English Learners	48.6	50.0	1.4	23.6	26.4	50.0
Socioeconomically Disadvantaged	20.0	65.7	14.3	25.7	40.0	34.3
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	61.7	36.2	2.1	58.3	25.0	16.7

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	55.4

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	10
Similar Schools	9	6	6

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	14	6	5	844
African American				
American Indian or Alaska Native				
Asian	3	2	8	885
Filipino				
Hispanic or Latino	20	-16	37	783
Pacific Islander				
White (not Hispanic)	20	7	-2	837
Socioeconomically Disadvantaged				
English Learners		-21	29	751
Students with Disabilities	4	-26	32	576

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)		0.1	0.6	0.0	0.8	0.9	3.1	3.5	4.4
Graduation Rate	100.0	100.0	99.8	99.7	97.0	97.7	85.0	83.0	79.5

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	96.94%	97.22%	N/A
African American	100%	91.49%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	99.28%	99.88%	N/A
Filipino	100%	100%	N/A
Hispanic or Latino	97.56%	92.97%	N/A
Pacific Islander	100%	62.50%	N/A
White (not Hispanic)	94.55%	98.72%	N/A
Socioeconomically Disadvantaged	79.17%	68.80%	N/A
English Learners	100%	92.13%	N/A
Students with Disabilities	100%	93.51%	N/A

Career Technical Education Programs (School Year 2007-08)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Students at each of our five high schools have opportunities to participate in CTE coursework where students explore careers in graphic arts, automotive repair and maintenance, business, music technology and theater technology. Our students also participate in career exploration coursework provided through the local Regional Occupation Center Program. In response to the Carl D Perkins Career and Technical Education Improvement Act of 2006 we have

developed two programs of study providing introductory through capstone coursework and articulating with the local community colleges are:

Visual Technology, providing career pathways in the Arts and Entertainment industry sector (Media and Design Art).

Automotive Technology, providing career pathways in the Transportation industry sector (Vehicle Maintenance, Service and Repair).

The employment outlook data shows that employment is expected to grow with an additional 7,660 jobs in California by 2016 in these two areas. The program of study in Visual Technology is offered at each of the five high schools. Three of the high schools have an Auto Shop on the premises that is accessible to all students in the district. We have articulation agreements with the local community college establishing a pathway for our students to continue their CTE career in an Associated Arts degree or certificate program. Because most of our students and their parents are interested in continuing their CTE career preparation at a four year college or university, we have applied for and received college preparatory status for many of our CTE courses, meeting the UC a-g requirements for admission.

Career Technical Education Participation (School Year 2007-08)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	206
Percent of the school's pupils completing a CTE program and earning a high school diploma	94.17
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	15

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment, in and completion of, courses required for UC/CSU admission can be found at the [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	78.8
Graduates Who Completed All Courses Required for UC/CSU Admission	69.2

Advanced Placement Courses (School Year 2007-08)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the [DataQuest](#) Web site.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	15	5.7

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every school year, one entire school day is dedicated to professional development. In addition, there are six days a year in which the staff meets for two hours and fifteen minutes in the morning for staff development, these are considered late start days for students. The total amount of time dedicated to professional development in the last 3 years is 3 school days and 18 late start days. The focus of staff development at Woodbridge High School is to affect improved student learning. With the continuation of the school improvement action plan established through a Focus on Learning Self Study process, staff participated in staff development activities that included:

- Strategies for improved learning for underperforming students
- Strategies for improved use of tutorial for all students
- Strategies to improve attendance management and accountability for all staff and students
- Strategies to improve the transition of our ninth grade students
- Providing opportunities for students to develop skills in the school's three "Way of the Warrior", Effective Communicators, Critical Thinkers, and Responsible 21st century citizens.