

Woodbridge 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	Woodbridge High School
Street	2 Meadowbrook
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-7800
Principal	Christopher Krebs
Email Address	christopherkrebs@iusd.org
School Website	https://woodbridgehigh.iusd.org/
County-District-School (CDS) Code	30-73650-3030285

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Woodbridge High School (WHS) is located in the city of Irvine, one of the nation's largest planned communities. Founded in 1980, WHS is a comprehensive four-year high school and the focal point of the community of Woodbridge built upon tradition, stability, and excellence. In the history of the school, there have been only four principals, with the fourth and current one starting in the 2013-2014 school year, all becoming principal after serving on the staff in a prior position. This type of stability is common in all areas of the staff, and has allowed the school to set and accomplish long term goals, both programmatically and in developing its infrastructure. Woodbridge High School is a true neighborhood school drawing from the immediate "Woodbridge Village" and other surrounding adjacent neighborhoods. Although high performing, a hallmark of Woodbridge is how it has consistently championed a balanced and well-rounded experience for its students. Efforts have been made to allow all students to engage in a program that encompasses academics, athletics, co-curricular and the arts. There is a strong sense of pride and spirit in the staff and students, evident by their participation in co-curricular activities and attendance at events.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	543
Grade 10	548
Grade 11	587
Grade 12	540
Total Enrollment	2,218

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.5%
American Indian or Alaska Native	0.3%
Asian	34.1%
Black or African American	3%
Filipino	2.6%
Hispanic or Latino	14.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	10.5%
White	33.8%
English Learners	6.1%
Foster Youth	0.1%
Homeless	0.5%
Socioeconomically Disadvantaged	23.1%
Students with Disabilities	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)	64.10	79.85	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)	7.30	9.19	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	1.52	39.10	2.85	12115.80	4.41
Unknown	7.50	9.41	51.70	3.77	18854.30	6.86
Total Teaching Positions	80.30	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)	84.50	83.73	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.54	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	5.03	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.33	11.40	0.79	11953.10	4.28
Unknown	10.40	10.36	83.80	5.82	15831.90	5.67
Total Teaching Positions	101.00	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	7.30	5.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	7.30	5.00

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.

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	0.70	0.00
Local Assignment Options	0.40	0.30
Total Out-of-Field Teachers	1.20	0.30

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)	13.5	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)	4.8	1

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

The Woodbridge High School campus is located on twenty-two acres, nearly half of the acreage of any other high school in the Irvine Unified School district, yet it has the largest enrollment. The school is comprised of fourteen two-story buildings. Special facilities include science labs, computer labs, a Media Center, a Counseling Center, and a theater. Our physical education and athletic complex includes three gymnasiums, a weight room, a fitness center, tennis courts, a track and field, and an Aquatics Center. These on-campus facilities are augmented by the IUSD Stadium at University High School which is used for football, soccer and track events. The City of Irvine joint-use agreements expand facility use to include soccer and lacrosse fields at Mark Daly Park, the baseball complex at Windrow Park, and the softball complex at Bill Barber Park.

A 2016 bond titled "Measure E" was passed to allow all students access to modern learning environments and in turn support Irvine Unified School District's high academic standards. The bond will provide \$319 million for facilities improvements at 28 of the district's aging schools, including Woodbridge High School. Construction is anticipated over the next 15 years, with funding currently planned to be issued in 4 series over 12 years. Woodbridge High School has already benefited from the passing of Measure E, and was able to open new facilities in the Fall of 2020 thanks to this funding. During Series 1 of construction Woodbridge High School received a new Performing Arts Center and a new synthetic Track and Field. During Series 2 of construction Woodbridge will modernize multiple buildings on campus over 25 years of age. These include the K, J, and part of the E buildings.

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			COACH OFC: 4. WATER STAIN CEILING TILE J 114: 4. CEILING TILES IS LOOSE K207: 4. WATER STAIN CEILING TILES K209/ COMP LAB: 4. WATER STAIN CEILING TILE/ CEILING TILES HAS HOLE K210: 4. WATER STAIN CEILING TILES K211/ COMP LAB: 4. WATER STAIN CEILING TILE P S 1: 4. WATER STAIN CEILING TILE 7. ELECTRICAL COVER IS MISSING AT ENTRY P S 2: 4. WATER STAIN CEILING TILES P S 3: 4. WATER STAIN CEILING TILE 14. TRIP HAZARD ON ASPHALT NEAR RAMP ENTRY P S 4: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY AT FIRE ALARM COVER P S 6: 4. WATER STAIN CEILING TILES SERVING AREA: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			J103: 7. ELECTRICAL CORDS ARE CREATING A TRIP HAZARD MEN'S RR: 7. LIGHT DIFFUSER IS BROKEN P S 1: 4. WATER STAIN CEILING TILE 7. ELECTRICAL COVER IS MISSING AT ENTRY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			J212: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR J213: 10. FIRE EXTINGUISHER IS MISSING
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		B101: 14. TRIP HAZARD AT TREE GRATE E105: 14. HOLE IN CONCRETE WALKWAY/ TRIP HAZARD L 105: 15. INTERIOR DOOR HANDLE IS LOOSE P S 3: 4. WATER STAIN CEILING TILE 14. TRIP HAZARD ON ASPHALT NEAR RAMP ENTRY P S 4: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY AT FIRE ALARM COVER
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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)	77	85	75	75	47	46
Mathematics (grades 3-8 and 11)	54	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	574	552	96.17	3.83	84.91
Female	312	298	95.51	4.49	87.54
Male	261	253	96.93	3.07	81.75
American Indian or Alaska Native	0	0	0	0	0
Asian	200	191	95.50	4.50	88.95
Black or African American	15	14	93.33	6.67	71.43
Filipino	18	17	94.44	5.56	100.00
Hispanic or Latino	73	71	97.26	2.74	64.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	58	100.00	0.00	96.55
White	209	200	95.69	4.31	84.42
English Learners	30	22	73.33	26.67	4.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	128	96.24	3.76	75.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	30	78.95	21.05	16.67

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	574	550	95.82	4.18	62.91
Female	312	298	95.51	4.49	61.41
Male	261	251	96.17	3.83	64.54
American Indian or Alaska Native	0	0	0	0	0
Asian	200	195	97.50	2.50	81.03
Black or African American	15	14	93.33	6.67	28.57
Filipino	18	18	100.00	0.00	83.33
Hispanic or Latino	73	68	93.15	6.85	32.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	57	98.28	1.72	59.65
White	209	197	94.26	5.74	57.36
English Learners	30	29	96.67	3.33	34.48
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	133	126	94.74	5.26	50.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	27	71.05	28.95	3.70

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)	41.63	58.15	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	1086	1052	96.87	3.13	58.08
Female	566	548	96.82	3.18	59.31
Male	518	502	96.91	3.09	56.57
American Indian or Alaska Native	--	--	--	--	--
Asian	370	363	98.11	1.89	73.83
Black or African American	27	27	100.00	0.00	37.04
Filipino	33	33	100.00	0.00	81.82
Hispanic or Latino	154	151	98.05	1.95	35.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	110	106	96.36	3.64	66.98
White	389	369	94.86	5.14	48.78
English Learners	50	49	98.00	2.00	6.12
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	55.56
Socioeconomically Disadvantaged	249	245	98.39	1.61	50.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	62	81.58	18.42	12.90

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 Woodbridge High School have opportunities to participate in the following Career Technical Education (CTE) coursework:

IUSD CTE Courses Offered at Woodbridge High School

- Digital Media Arts
- Advanced Computer Graphics
- Art & Television Production
- Video Production
- AP Computer Science Principles
- Computer Science Data
- AP Computer Science
- Technical Theatre
- Advanced Technical Theatre
- Makerspace

Coastline ROP CTE Courses Offered at Woodbridge High School:

- Introduction to Auto
- 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 Technical Education Advisory Committee.

The CTE program has a strong guidance and 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.

Additionally, students at Woodbridge High School have access to an IUSD College and Career Technician and Coastline ROP Career Specialist, who in partnership with counselors, provide the following college and career readiness opportunities:

Woodbridge High School offers a comprehensive array of opportunities to guide and prepare students for their future endeavors. Throughout the year, students have the opportunity to visit various colleges, gaining first hand exposure to different academic environments and exploring potential paths. Weekly outreach visits by Irvine Valley College (IVC) counselors provide direct access to guidance and information about community college options. Additionally, Military Branch Day exposes students to various branches of the armed forces, allowing them to explore career opportunities within the military.

The school also hosts regular Industry Speakers events, featuring professionals from various fields who share their insights and experiences, helping students connect their academic pursuits with real-world applications. Specialty College Fairs provide opportunities to meet with representatives from specific colleges, particularly those in high demand or of particular interest to students. Community College Workshops, such as IVC matriculation workshops, offer guidance on navigating the transition to community college. FAFSA Workshops equip students and their families with the knowledge and support needed to complete the financial aid application process.

Youth Employment Service Workshops empower students with job search strategies and interview skills, preparing them for the transition into the workforce. A weekly newsletter keeps students informed about upcoming workshops, events, and college visits, ensuring they are aware of the many opportunities available to them. Spring IVC check-ins provide personalized guidance and support to students as they prepare for their next steps after high school. Classroom presentations, outreach to

2022-23 Career Technical Education Programs

students on campus, and multiple workshops throughout the fall, including UC applications, college list creation, and CSU and community college overviews, further enhance the school's commitment to college and career readiness.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	737
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	18.5
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	99.1
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	74.78

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	73.67%	64.77%	67.08%	66.55%	51.60%

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 are an essential component of the schoolwide community at Woodbridge High School. WHS is fortunate to have extraordinary support from parents and alumni who generously provide time, money and expertise to further stakeholders' goals. Parents actively participate in the Parent Teacher Student Association (PTSA), School Site Council (SSC), English Learner Advisory Committee (ELAC), Athletic Booster Club, Visual and Performing Arts Booster Clubs, and Grad-Night Committee as well as in volunteering time to assist the school on committees and with clerical duties. During the 2018-2019 school year, WHS expanded its program to support English learners to include Level 1 students and also had parent participation at the DELAC for the first time.

The WHS PTSA supports all students at WHS through its mini-grant program for teachers, funding our Honored Warrior award program, funding student academic clubs and ASB, and participating in staff appreciation events. The WHS PTSA also supports five cultural parent groups for Korean, Japanese, Chinese, Persian, and Indian families that serve as community liaisons and ambassadors to those communities. During the 2019-2020 school year the Hispanic/Latinx cultural group was also established, meeting regularly to support this community. Booster organizations support our athletics, vocal music, and instrumental music programs through local and schoolwide fundraising efforts. The WHS Athletic Booster Club is an all sport booster organization, and is responsible for facilitating the Irvine Half Marathon each January, and Golf Tournament and Hall of Fame Gala in the Spring. These events typically raise \$100,000-\$150,000 for WHS Athletics each year, and have become long standing traditions within our community. These resources are used for facilities upgrades and help supplement the fundraising efforts of each sport and add to the quality of each program.

The Irvine Public Schools Foundation (IPSF) is a district-wide organization that supports a variety of initiatives in IUSD. Woodbridge High School has benefited greatly from their support through additional funding for teachers, support for mental health initiatives and academic counseling, supporting the hiring of athletic trainers, and funding student programs. IPSF donates roughly \$2 million annually in direct grants and donations to IUSD in support of the people and programs necessary to meet the needs of a diverse student population.

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	1.4	1.5	3.2	2.1	2.7	2.9	9.4	7.8	8.2
Graduation Rate	96.2	95.1	93.7	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	559	524	93.7
Female	268	256	95.5
Male	289	267	92.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	186	175	94.1
Black or African American	18	15	83.3
Filipino	14	14	100.0
Hispanic or Latino	91	87	95.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	53	51	96.2
White	192	177	92.2
English Learners	65	58	89.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	180	166	92.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	63	43	68.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2302	2284	272	11.9
Female	1149	1141	151	13.2
Male	1148	1139	119	10.4
Non-Binary	5	4	2	50.0
American Indian or Alaska Native	8	8	2	25.0
Asian	791	786	50	6.4
Black or African American	71	71	18	25.4
Filipino	58	58	2	3.4
Hispanic or Latino	345	340	63	18.5
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	235	234	17	7.3
White	776	769	117	15.2
English Learners	162	160	26	16.3
Foster Youth	5	4	2	50.0
Homeless	18	17	8	47.1
Socioeconomically Disadvantaged	595	590	116	19.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	211	207	48	23.2

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	0.00	1.16	0.61	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.04	0.04	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	0.61	0.04
Female	0.17	0
Male	1.05	0.09
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.25	0
Black or African American	5.63	1.41
Filipino	0	0
Hispanic or Latino	0.87	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.52	0
English Learners	1.85	0
Foster Youth	0	0
Homeless	5.56	0
Socioeconomically Disadvantaged	2.02	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.47	0

2023-24 School Safety Plan

Woodbridge High School has developed a comprehensive safety plan to ensure a safe learning environment for all students. The plan was reviewed with faculty and staff during two professional development days early in the year. School Site Council approved the plan in October. Key elements of this plan include information on annual drills and review of procedures for evacuation; school data on suspensions and expulsions, staff, monitoring systems, and student discipline expectations.

WHS suspended students for thirty-three incidents in 2022 - 2023 and had one expulsion. WHS utilizes an MTSS and PBIS to establish and affirm norms and behaviors before disciplinary incidents. WHS regularly reflects on the progressive discipline process while examining the implementation of PBIS activities, our MTSS model, and a variety of interventions to support student learning and behavior. The school discipline policy and expectations for student behavior are updated annually and published in the student planner and the course of study. WHS has three full-time CCAs, one part-time CCA, and a full-time School Resource Officer employed by the Irvine Police Department. WHS also has an extensive camera system to monitor student behavior in common areas and hallways. This system is under continuous enhancement and refurbishment by the district.

Campus safety is a priority at Woodbridge High School and all aspects of our safety plan are regularly monitored and adjusted based on need.

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	17	59	5
Mathematics	26	14	54	5
Science	28	11	56	4
Social Science	28	11	53	6

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	30	79	
Mathematics	22	36	66	
Science	24	33	62	
Social Science	24	30	68	

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	33	77	1
Mathematics	24	26	70	0
Science	27	19	71	0
Social Science	27	17	70	0

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	382.41

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)	5.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.6
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	0.3

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	\$6,863	\$283	\$6,579	\$91,098
District	N/A	N/A	6187	\$88,902
Percent Difference - School Site and District	N/A	N/A	6.1	4.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	0.1	6.5

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-risk 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	52.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	13
Fine and Performing Arts	4
Foreign Language	3
Mathematics	13
Science	24
Social Science	36
Total AP Courses Offered Where there are student course enrollments of at least one student.	93

Professional Development

Staff development occurs through 3 district professional development days and 12 additional hours of contractual staff development, occurring on 11 different late start schedules.

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			14