

Woodbridge High School

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

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|--|---|
| School Name | 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 |

2022-23 District Contact Information

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

2022-23 School Overview

Woodbridge High School is accredited by the Western Association of Schools and Colleges. It is one of five 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 2466 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-six percent of students plan to continue their education in colleges or universities. Fifty two percent of students at WHS are enrolled in honors and/or advanced placement courses. Nineteen percent of students participate in career exploration courses offered through the Regional Occupation Program (ROP). All core curricular areas are aligned with the California State Standards.

The school endorses the Irvine Unified School District's vision and mission statement: "A commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision. To that end, we are dedicated to: The joy of learning for all; Respect for each individual's worth and uniqueness; A celebration of diversity; An environment that nurtures the quest for quality; A culture founded on relationship and inclusion". To accomplish this goal, imbedded in the school's program are learning opportunities that assist students in building their skills in each of six areas, identified as the "Way of the Warrior:" Communication, Creativity, Critical Thinking, Collaboration, Commitment, and Curiosity. We also encourage students to adhere to three Warrior attributes: Perseverance, Integrity, and Empathy.

There is strong student participation in the school's athletics and performing arts programs with over seventy-five percent of the student body involved. Over 1100 students (44%) participate in our athletics program with many teams reaching league finals. Sportsmanship, team-work, and integrity are core values which are stressed at every level of participation. The athletic program actively promotes life-long physical health among students and community members by sponsoring an annual Invitational Cross Country Meet with over 11,000 runners and a Half Marathon with over 6,000 participants. Each year, the school's Marching Band, Concert Orchestra, and Jazz Band feature spectacular student performances. The drama and dance programs feature talented students in dance, musical, and dramatic performances.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 523 |
| Grade 10 | 595 |
| Grade 11 | 544 |
| Grade 12 | 582 |
| Total Enrollment | 2,244 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.6 |
| Male | 49.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 33.7 |
| Black or African American | 3.1 |
| Filipino | 3.2 |
| Hispanic or Latino | 14.2 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 9.4 |
| White | 35.5 |
| English Learners | 7.0 |
| Foster Youth | 0.2 |
| Homeless | 0.3 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 22.6 |
| Students with Disabilities | 9.4 |

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 |

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 |

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 |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 13.50 | 7.00 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.80 | 1.00 |

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

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

| Year and month in which the data were collected | | October 2022 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved. | Yes | 0% |
| Mathematics | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved. | Yes | 0% |
| Science | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved. | Yes | 0% |
| History-Social Science | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved. | Yes | 0% |
| Foreign Language | All students are provided an individual textbook or instructional material. All textbooks purchased are board approved. | Yes | 0% |
| Health | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved. | Yes | 0% |
| Visual and Performing Arts | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials purchased are board approved. | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | All students have access to sufficient science laboratory equipment for instruction in grades 9-12. | Yes | 0% |

School Facility Conditions and Planned Improvements

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. The school completed a modernization and expansion in 2013 that added a performing arts complex, fitness center, science lab, additional classrooms and swimming pool. A new Modernization plan will add a 700 seat theater complex, as well as additional classroom and audition spaces.

Year and month of the most recent FIT report

9/10/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | : |

School Facility Conditions and Planned Improvements

| | | | |
|--|---|--|---|
| Interior: Interior Surfaces | X | | 2ND FLR K208: 4. WATER STAIN CEILING TILE COACH OFC: 4. WATER STAIN CEILING TILE K 212: 4. WATER STAIN CEILING TILES IN HALLWAY AND IN ROOM K206: 4. WATER STAIN CEILING TILE K209/ COMP LAB: 4. WATER STAIN CEILING TILE K211/ COMP LAB: 4. WATER STAIN CEILING TILE MEN'S LOCKER RM: 4. LOCKER DOOR ARE BENT AND MISSING/ INJURY HAZARD 12. BENCH LEG IS BENT 15. WEATHER STRIP BENT ON DOOR MEN'S RR: 4. WATER STAIN CEILING TILE P S 1: 4. WATER STAIN CEILING TILE P S 3: 4. WATER STAIN CEILING TILE P S 5: 4. WATER STAIN CEILING TILE P S 7: 4. WATER STAIN CEILING TILE P S 8: 4. WATER STAIN CEILING TILE |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | |
| Electrical | X | | A101: 7. LIGHT DIFFUSER IS MISSING A105: 7. TWO LIGHT PANELS ARE OUT/ MULTIPLE BULBS NEED TO BE CHANGED E104: 7. LIGHT DIFFUSER LOOSE 11. PAINT CHIPPING ON DOOR PREP RM: 7. LIGHT DIFFUSER MISSING |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | |
| Safety: Fire Safety, Hazardous Materials | X | | J211: 11. PAINT CHIPPING ON DOOR MEN'S RR: 11. PAINT CHIPPING ON DOOR WOMEN'S RR: 11. PAINT CHIPPING ON DOOR |
| Structural: Structural Damage, Roofs | X | | MEN'S LOCKER RM: 4. LOCKER DOOR ARE BENT AND MISSING/ INJURY HAZARD 12. BENCH LEG IS BENT 15. WEATHER STRIP BENT ON DOOR |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | E105: 14. HOLE IN CONCRETE WALKWAY/ TRIP HAZARD MEN'S LOCKER RM: 4. LOCKER DOOR ARE BENT AND MISSING/ INJURY HAZARD 12. BENCH LEG IS BENT 15. WEATHER STRIP BENT ON DOOR STAFF RM: 15. WEATHER STRIP BENT ON DOOR |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 77 | N/A | 75 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 54 | N/A | 68 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 523 | 500 | 95.60 | 4.40 | 77.35 |
| Female | 254 | 240 | 94.49 | 5.51 | 82.01 |
| Male | 267 | 258 | 96.63 | 3.37 | 72.87 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 168 | 160 | 95.24 | 4.76 | 87.50 |
| Black or African American | 15 | 14 | 93.33 | 6.67 | 57.14 |
| Filipino | 15 | 15 | 100.00 | 0.00 | 86.67 |
| Hispanic or Latino | 87 | 85 | 97.70 | 2.30 | 63.10 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 55 | 52 | 94.55 | 5.45 | 90.38 |
| White | 181 | 172 | 95.03 | 4.97 | 71.51 |
| English Learners | 21 | 21 | 100.00 | 0.00 | 14.29 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 107 | 105 | 98.13 | 1.87 | 66.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 53 | 45 | 84.91 | 15.09 | 35.56 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 523 | 488 | 93.31 | 6.69 | 54.30 |
| Female | 254 | 235 | 92.52 | 7.48 | 59.57 |
| Male | 267 | 252 | 94.38 | 5.62 | 49.21 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 168 | 159 | 94.64 | 5.36 | 76.73 |
| Black or African American | 15 | 14 | 93.33 | 6.67 | 14.29 |
| Filipino | 15 | 14 | 93.33 | 6.67 | 50.00 |
| Hispanic or Latino | 87 | 81 | 93.10 | 6.90 | 28.40 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 55 | 51 | 92.73 | 7.27 | 66.67 |
| White | 181 | 167 | 92.27 | 7.73 | 45.51 |
| English Learners | 21 | 19 | 90.48 | 9.52 | 15.79 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 107 | 102 | 95.33 | 4.67 | 44.12 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 53 | 42 | 79.25 | 20.75 | 2.38 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 41.63 | NT | 61.37 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1074 | 980 | 91.25 | 8.75 | 41.63 |
| Female | 526 | 479 | 91.06 | 8.94 | 46.35 |
| Male | 546 | 500 | 91.58 | 8.42 | 37 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 369 | 355 | 96.21 | 3.79 | 53.24 |
| Black or African American | 34 | 29 | 85.29 | 14.71 | 24.14 |
| Filipino | 37 | 36 | 97.3 | 2.7 | 50 |
| Hispanic or Latino | 146 | 134 | 91.78 | 8.22 | 31.34 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 100 | 90 | 90 | 10 | 47.78 |
| White | 384 | 332 | 86.46 | 13.54 | 32.53 |
| English Learners | 39 | 34 | 87.18 | 12.82 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 15 | 88.24 | 11.76 | 33.33 |
| Socioeconomically Disadvantaged | 202 | 180 | 89.11 | 10.89 | 29.44 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 74 | 66 | 89.19 | 10.81 | 12.12 |

2021-22 Career Technical Education Programs

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

- Design, Visual, and Media Arts (Graphic Design and Visual Commercial Art)
- Production and Managerial Arts (Stage Technology, Film, and Video Production)
- Software and Systems Development (Systems Programming)
- Systems Diagnostics, Service, and Repair
- Manufacturing and Product Development

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

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

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

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 825 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 35.3 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 98.85 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 79.80 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 51.40% | 54.58% | 60.00% | 48.60% | 54.39% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are a welcome facet of the school wide community. There is an active participation by parents in the general PTSA, including the Korean PTA, Persian PTA, and Chinese PTA, School wide Athletic Booster Club, Vocal Music Booster Club, Entertainment Corps Booster Club, and Grad-Night Committee as well as in volunteering time to assist the school with clerical duties. Parents are members of School Site Council as well as the school Leadership Team and attend regular meetings to help make decisions regarding school action plan items.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 2.4 | 1.5 | | 2.4 | 2.7 | | 8.9 | 7.8 |
| Graduation Rate | | 94.8 | 95.1 | | 94.6 | 94.6 | | 84.2 | 87 |

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 591 | 562 | 95.1 |
| Female | 284 | 276 | 97.2 |
| Male | 307 | 286 | 93.2 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 214 | 206 | 96.3 |
| Black or African American | 21 | 20 | 95.2 |
| Filipino | 23 | 23 | 100.0 |
| Hispanic or Latino | 65 | 63 | 96.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 46 | 43 | 93.5 |
| White | 219 | 204 | 93.2 |
| English Learners | 67 | 61 | 91.0 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 161 | 153 | 95.0 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 52 | 32 | 61.5 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2320 | 2307 | 255 | 11.1 |
| Female | 1164 | 1156 | 119 | 10.3 |
| Male | 1152 | 1147 | 134 | 11.7 |
| American Indian or Alaska Native | 4 | 4 | 0 | 0.0 |
| Asian | 781 | 775 | 40 | 5.2 |
| Black or African American | 75 | 75 | 20 | 26.7 |
| Filipino | 73 | 73 | 7 | 9.6 |
| Hispanic or Latino | 332 | 331 | 58 | 17.5 |
| Native Hawaiian or Pacific Islander | 8 | 8 | 2 | 25.0 |
| Two or More Races | 215 | 215 | 15 | 7.0 |
| White | 823 | 817 | 110 | 13.5 |
| English Learners | 177 | 173 | 16 | 9.2 |
| Foster Youth | 6 | 5 | 4 | 80.0 |
| Homeless | 7 | 7 | 2 | 28.6 |
| Socioeconomically Disadvantaged | 562 | 557 | 97 | 17.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 220 | 219 | 48 | 21.9 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.69 | 0.73 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 1.16 | 0.14 | 0.86 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.04 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.16 | 0.04 |
| Female | 0.60 | 0.00 |
| Male | 1.74 | 0.09 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.13 | 0.00 |
| Black or African American | 4.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.11 | 0.30 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 1.40 | 0.00 |
| White | 1.22 | 0.00 |
| English Learners | 1.69 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.02 | 0.18 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.45 | 0.45 |

2022-23 School Safety Plan

Woodbridge High School has developed a comprehensive Safe School Plan to ensure a safe learning environment for all students. The plan was discussed with faculty on October 8, 2018 as a part of staff development. The plan was approved at School Site Council on November 14, 2018. Key elements of this plan include: WHS information on annual drills and review of procedures for evacuation; school data on suspensions and expulsions, staffing, monitoring systems, and student discipline expectations.

WHS suspended students for 40 incidents in 2017-18, and had zero expulsions. WHS has implemented a PBIS model and was recognized as a Silver School from PBIS for 2017-18. For 2018-19, WHS has also begun a discipline advisory committee that will be 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 two full time and one part time CCA to ensure the campus is safe at all times, as well as a full time School Resource Officer employed by 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. WHS has also implemented a visitor check in system using a raptor system that allows the school district to ensure visitors on campus are cleared.

2019-20 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29 | 25 | 62 | 13 |
| Mathematics | 27 | 21 | 65 | 5 |
| Science | 30 | 6 | 68 | 8 |
| Social Science | 29 | 10 | 67 | 8 |

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 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|--------|
| Pupils to Academic Counselor | 361.94 |

2021-22 Student Support Services Staff

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

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 6.2 |
| Library Media Teacher (Librarian) | 1.0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2.0 |
| Social Worker | |
| Nurse | 1.0 |
| Speech/Language/Hearing Specialist | 2.0 |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6,824 | \$224 | \$6,599 | \$90776 |
| District | N/A | N/A | 5796 | \$86,958 |
| Percent Difference - School Site and District | N/A | N/A | 13.0 | 4.3 |
| State | N/A | N/A | \$6,594 | \$85,368 |
| Percent Difference - School Site and State | N/A | N/A | 0.1 | 6.1 |

2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

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

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

2020-21 Teacher and Administrative Salaries

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

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

2021-22 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 47.9 |
|--|------|

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 | 15 |
| Fine and Performing Arts | 4 |
| Foreign Language | 4 |
| Mathematics | 13 |
| Science | 21 |
| Social Science | 35 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 92 |

Professional Development

The staff development activities are:

- To help guide the implementation of the Common Core Standards, a series of staff development was planned to support the transition. Key features of the plan: to be knowledgeable of the Common Core State Standard and Smarter Balanced assessments (SBAC/CAASPP), be aware of the College and Career Readiness Standards, discuss the difference between rigor and difficulty, explore the meaning and depth of knowledge for each content area, implement and evaluate strategies regarding close reading and text complexity, and develop steps to the alignment of curriculum, instructional materials, and assessments.
- To support student learning for all students by using data analysis of common assessments to identify areas of concern and implement research-based classroom and school-wide interventions.
- To promote the most rigorous and relevant courses for students to increase access to upper level/advanced classes and career pathways

* With the shift to an eight-period block, we have an Instructional Transition Team in place that has hosted a variety of activities and strategy sessions for teachers to implement. Our team has focused on engagement and student movement for the fall, and will be focusing on how to balance homework and pacing for the Spring. Team are also working to determine interventions for student struggling and new ideas for making the 85 minute period effective.

- Professional development and training sessions throughout the year on how to integrate technology into their classroom (Canvas, Google, flipteaching, Schoolnet, Nearpod, Qwizdom, and Aeries).

Activities are completed via weekly one hour late start meetings throughout the year (approximately 30) and one full day staff development day. Staff also participate in an additional all staff meeting each semester, providing information and support on school initiatives, goal setting, and student wellness. Staff are provided release days throughout the year from district funding to support PLC time up to three days per teacher. The site also supports both conference attendance and payment of release time through LCAP funds and donations from PTSA.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | | |