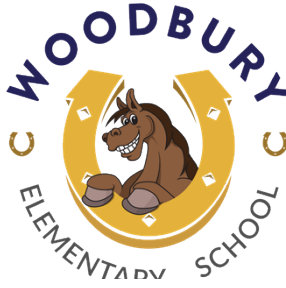# Woodbury Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request. |

| 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. |

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Woodbury Elementary School
Street	125 Great Lawn
City, State, Zip	Irvine, CA 92620-3832
Phone Number	949-936-5750
Principal	Jamie Snyder
Email Address	jamiesnyder@iusd.org
School Website	https://woodbury.iusd.org/
Grade Span	K-6
County-District-School (CDS) Code	30- 73650- 6085344

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Woodbury Elementary School is a wonderful place to go to school. Woodbury Elementary School staff and students moved from El Camino to our new home in the Woodbury community on October 15, 2007. Throughout our time as Woodbury Mustangs, we have been able to blend the small school feel of El Camino with our large campus by ensuring we live by our motto "Everyone is someone." We are proud of our warm school culture focused on values and our strong academic program. The emphasis on academic achievement, as well as providing a caring environment, where values are practiced and taught on a daily basis, have made Woodbury Elementary School a desired school for many families. The staff places its highest priority on the development of students who become responsible and productive individuals through teaching and modeling the values

2024-25 School Description and Mission Statement

of Perseverance, Respect, Integrity, Initiative, Cooperation, Compassion, Courage, and Positive Mental Attitude. Translating this set of values into action through the instructional program is the challenge so expertly met by our professional staff on a daily basis.

Woodbury is one of four year-round elementary schools within the Irvine Unified School District. Our enrollment this year is approximately 1100 students in pre-kindergarten through sixth grade. Thirty-six full-time classroom teachers are responsible for the delivery of the instructional program. Upper grade science (grades 4-6) is taught by a science specialists. Specialized academic instruction teachers, a speech and language specialist, our school psychologist, and instructional aides support students demonstrating unique needs in their learning. An art specialist, funded by the Irvine Public Schools Foundation, teaches art lessons twelve times throughout the year for students in grades PK-6. Music specialists provide vocal and instrumental music instruction to students in grades 4-6, and vocal instruction in grades pre-kindergarten-3. Additional staffing at Woodbury includes office, health and custodial personnel, and instructional aides working with students in the areas of technology, library skills, and developing English language fluency.

MISSION
Our mission at Woodbury Elementary School is to create a nurturing environment through which we meet the academic needs of our students and empower them with the values necessary to become contributing members of society. By combining a rigorous academic program guided by the Common Core Standards, dedicated staff members, and a nurturing educational environment, we aim to help all students recognize their potential and the joy of learning.

We teach these values through a school-wide behavior program called LEAD:

Live our values
Exhibit respect
Act safely
Do your best!

Students succeed at Woodbury. This is due, in large part, to the tremendous amount of parent support and involvement in our instructional program. Our PTA has an incredibly active membership focused on doing what is best for kids. It is our philosophy that learning is a developmental process and that children need to learn to make appropriate choices about their learning and to be responsible for the choices they make. Students are continually exposed to instructional strategies that cause them to reflect, think, problem-solve, and collaborate with each other in a safe learning environment. Cooperation and a positive sense of self are the result.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	156
Grade 1	145
Grade 2	127
Grade 3	158
Grade 4	178
Grade 5	162
Grade 6	163
Total Enrollment	1,089

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
Non-Binary	0
American Indian or Alaska Native	0.1
Asian	56
Black or African American	1.2
Filipino	3.4
Hispanic or Latino	9.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.7
White	16.9
English Learners	19.6
Homeless	0.2
Socioeconomically Disadvantaged	16.6
Students with Disabilities	6.7

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)	24.30	100.00	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)	0.00	0.00	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	24.30	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)	38.00	100.00	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	83.80	5.82	15831.90	5.67
Total Teaching Positions	38.00	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.

2022-23 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)	35.60	100.00	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.14	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.00	0.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	18.80	1.36	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	86.20	6.22	14303.80	5.15
Total Teaching Positions	35.60	100.00	1384.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2024

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, 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	N/A		N/A
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment	N/A	N/A	N/A

(grades 9-12)	

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

School Facility Conditions and Planned Improvements

Woodbury has state of the art computer and STEAM Innovation labs, LCD projectors in each classroom, document cameras in all classrooms, a fully equipped multipurpose room, and a spacious library and STEAM Lab at the center of our school. Working and learning in an attractive, well-maintained facility is a top priority at Woodbury. Woodbury has a 1 to 1 ratio of networked computers to students. Our large state-of-the-art Multi-Purpose Room lends itself nicely to many assemblies and performances as it is equipped with a theatre-style sound and lighting sysytem. The center of our school houses four STEAM Innovation Labs and library. Each student (grades 2-6) visits a STEAM lab once a week. Only half the class attends at each time, allowing for reduced class size in the classroom for 50 minutes.

The library is available throughout the day for students to conduct research and project development. Upper-grade science is taught in the classroom, as well as in a lab setting by the school science specialist. The campus is maintained weekly by IUSD Grounds staff. All restrooms are open for student use throughout the day and are maintained daily by our on-site custodians. The staff at Woodbury takes great pride in keeping a safe and clean learning environment for students, staff and parents.

Year and month of the most recent FIT report	11/4/2024

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		NURSE: 4. WATER STAIN CEILING TILES R- 13: 4. WATER STAIN CEILING TILES R- 14: 4. WATER STAIN CEILING TILES R- 15: 4. WATER STAIN CEILING TILES R- 16: 4. WATER STAIN CEILING TILES R-11: 4. WATER STAIN CEILING TILES 9. FAUCET HAS LOW FLOW R-7: 4. WATER STAIN CEILING TILES R-8: 4. WATER STAIN CEILING TILES R-9: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			R-11: 4. WATER STAIN CEILING TILES 9. FAUCET HAS LOW FLOW R-5: 9. DRINKING FOUNTAIN IS NOT WORKING
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	75	74	75	73	46	47
Mathematics (grades 3-8 and 11)	71	68	69	69	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	676	634	93.79	6.21	73.82
Female	346	329	95.09	4.91	79.64
Male	330	305	92.42	7.58	67.54
American Indian or Alaska Native	0	0	0	0	0
Asian	391	359	91.82	8.18	77.72
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	100.00
Hispanic or Latino	71	69	97.18	2.82	50.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	75	97.40	2.60	78.67
White	106	100	94.34	5.66	68.00
English Learners	120	87	72.50	27.50	21.84
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	114	95.80	4.20	64.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	39.13

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	676	667	98.67	1.33	68.07
Female	346	341	98.55	1.45	69.79
Male	330	326	98.79	1.21	66.26
American Indian or Alaska Native	0	0	0	0	0
Asian	391	388	99.23	0.77	77.06
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	88.24
Hispanic or Latino	71	70	98.59	1.41	38.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	77	76	98.70	1.30	68.42
White	106	102	96.23	3.77	52.94
English Learners	120	120	100.00	0.00	38.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	119	100.00	0.00	56.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	36.96

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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	66.25	61.05	64.04	61.99	30.29	30.73

2023-24 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	174	172	98.85	1.15	61.05
Female	85	85	100.00	0.00	70.59
Male	89	87	97.75	2.25	51.72
American Indian or Alaska Native	0	0	0	0	0
Asian	104	103	99.04	0.96	61.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	52.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	73.68
White	30	29	96.67	3.33	55.17
English Learners	29	28	96.55	3.45	10.71
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

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.

2023-24 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 requires only participation results 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 5	75.88%	77.65%	77.65%	77.06%	78.24%

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.

2024-25 Opportunities for Parental Involvement

A variety of opportunities exist for parents to become involved in school life, and to support their child's learning. We encourage and welcome parent volunteers in every classroom. Parent volunteers support a variety of school programs such as our STEAM Innovation Labs, library, ACE program, and school fundraisers. Parents interested in working in the classroom to support the teacher, and the learning process, should contact their child's teacher. Woodbury's PTA enjoys active membership. Our PTA sponsors an incredible amount of programs and services to students that is headed up this year by Stephanie Morales, PTA President. School Site Council (SSC) is another avenue for parent involvement. The contact person for SSC is Robert Finley, School Site Council Coordinator and Assistant Principal.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1186	1148	87	7.6
Female	576	558	42	7.5
Male	610	590	45	7.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	674	651	31	4.8
Black or African American	14	14	3	21.4
Filipino	37	37	1	2.7
Hispanic or Latino	111	108	18	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	147	141	12	8.5
White	197	191	22	11.5
English Learners	260	248	20	8.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	217	213	37	17.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	93	14	15.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	**State Priority: School Climate**

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.58	0.68	0.34	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.34	0.00
Female	0.00	0.00
Male	0.66	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.30	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.68	0.00
White	0.00	0.00
English Learners	0.77	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.13	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

School Safety: Woodbury Safe Schools Plan was developed under the legislative guidelines that created the plan. It is updated annually by our school's Safe School Plan Committee, and reviewed by Woodbury's staff and School Site Council Members at the beginning of each school year. Disaster Preparedness Plans are reviewed extensively which includes the practice of specific staff assignments through regular drills. This Multi-Hazard Plan includes our response to a variety of disasters as well as how students and staff safety and care will be provided. Most certificated and classified staff members are CPR certified.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	4	
1	28		5	
2	29		6	
3	38		4	1
4	30		5	
5	28		6	
6	30		6	

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	4	
1	23		5	
2	30		5	
3	33		5	1
4	38		4	1
5	30		5	
6	42			5

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		4	
1	35		4	1
2	32		4	
3	38		4	1
4	34		5	1
5	32		2	
6	39		3	2

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$5,914	$144	$5,770	$96,104
District	N/A	N/A	6,746	$97,544
Percent Difference - School Site and District	N/A	N/A	-15.6	-1.5
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-60.5	1.6

Fiscal Year 2023-24 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:

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

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.
Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All school 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 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), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$56,160	$56,573
Mid-Range Teacher Salary	$100,301	$87,186
Highest Teacher Salary	$129,651	$119,665
Average Principal Salary (Elementary)	$165,053	$148,486
Average Principal Salary (Middle)	$171,613	$154,835
Average Principal Salary (High)	$196,955	$170,008
Superintendent Salary	$376,853	$338,699
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

The Woodbury Elementary School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support school, district, and state goals. The School Site Council also collaborates on the use of school site funds to support curriculum and staff development activities related to our school plan.

Woodbury Elementary School and the Irvine Unified School District are committed to continuous professional improvement. We continue to develop strategies and practices that differentiate instruction to better meet student needs through the Professional Learning Communities model. In addition to the three full days of staff development and six two hour staff development sessions, teacher training is provided monthly at staff meetings, through district sponsored training, and the attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District. Over the last three years, training has focused on instruction in language arts and math, Professional Learning Communities, classroom technology strategies,math interventions and student mental health and behavior.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9