

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Woodbridge High School	<b>District Name</b>	Irvine Unified School District
<b>Street</b>	2 Meadowbrook	<b>Phone Number</b>	(949) 936-5000
<b>City, State, Zip</b>	Irvine, CA 92604	<b>Web Site</b>	www.iusd.org
<b>Phone Number</b>	(949) 936-7800	<b>Superintendent</b>	Terry Walker
<b>Principal</b>	Jason Viloria	<b>E-mail Address</b>	twalker@iusd.org
<b>E-mail Address</b>	jviloria@iusd.org	<b>CDS Code</b>	30-73650-3030285

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Woodbridge High School is accredited by the Western Association of Schools and Colleges. It is one of four comprehensive high schools in the city of Irvine, California. The school is located in the planned residential community of Woodbridge which affords access to community athletic fields in addition to the facilities on the school's 22 acre campus. Current enrollment is 2298 students in grades 9-12.

The curriculum provides students with a strong college preparatory academic program as well as courses in developing job-entry skills. Ninety-eight percent of students continue their education in colleges or universities. Sixty seven percent of the students enroll in honors and/or advanced placement courses. Thirty percent of students participate in career exploration courses offered through the Regional Occupation Program (ROP). All core curricular areas are aligned with the California Standards.

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

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

**Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent 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 Corp Booster Club, and Grad-Night Committee as well as in volunteering time to assist the school with clerical duties.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Grade 9	552
Grade 10	584
Grade 11	533
Grade 12	491
<b>Total Enrollment</b>	<b>2,161</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.9	White	47.7
American Indian or Alaska Native	0.6	Two or More Races	1.2
Asian	30.5	Socioeconomically Disadvantaged	10.6
Filipino	2.3	English Learners	10.9
Hispanic or Latino	11.3	Students with Disabilities	7.5
Native Hawaiian/Pacific Islander	0.6		

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.3	25	19	29	27.4	14	37	21	31.5	7	17	45
Mathematics	27.6	27	15	25	28.4	15	27	21	30.8	7	14	36
Science	33.5	3	17	37	31.7	8	19	32	31.9	3	17	29
Social Science	31.1	5	17	31	32.2	2	16	29	32.5	5	8	33

\* Number of classes indicates how many classrooms 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.

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Woodbridge High School has developed a comprehensive Safe School Plan to ensure a safe learning environment for all students. The plan was reviewed and updated on September 23, 2011. The plan was discussed with faculty on October 17, 2011 as a part of the all day staff development. Key elements of this plan include: 1. Assessing the current status of school crime committed on the school campus and at school related functions, 2a. Child abuse reporting procedures, 2b. Disaster procedures-routine and emergency, 2c. Policies for suspension, expulsion and mandatory expulsion, 2d. Procedures for notification of staff regarding dangerous students, 2e. Policies on sexual harassment, 2f. Policy relating to school dress code (especially gang-related apparel), 2g. Procedures for safe ingress and egress of pupils, parents and school employees to and from school, 2h. Procedures that create a safe and orderly environment conducive to learning at school, 2i. Rules and procedures on school discipline.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0.57	6.98	4.95	2.84	3.52	2.95
<b>Expulsions</b>	0.09	0.47	0.42	0.18	0.18	0.22

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** 09/2011

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 recently completed a modernization and expansion. The expansion added a performing arts complex, fitness center, science lab, additional classrooms and swimming pool.

#### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	As of the most recently completed school site inspection, the facility condition is considered to be exemplary.

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	89	78	78	1015
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0		---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	5
<b>Total Teacher Misassignments</b>	0	0	5
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	99.06	0.94
<b>High-Poverty Schools in District</b>	0	0
<b>Low-Poverty Schools in District</b>	99.03	0.97

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	461
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	0.5	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	0	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Science Laboratory Equipment (grades 9-12)	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,081	\$149	\$4,932	\$74,778
District	---	---	\$4,345	\$72,136
Percent Difference: School Site and District	---	---	13.51%	3.66%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-9.59%	8.05%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

For 2010-11, Woodbridge High School received special funds in the amount of \$88,538. The majority of these funds were spent on personnel, materials and supplies to serve the unique educational needs in the following programs

\$40,996 - Economic Impact Aid /English Language Acquisition Program

\$47,542 - School Improvement

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,922	\$42,017
Mid-Range Teacher Salary	\$71,298	\$67,294
Highest Teacher Salary	\$92,163	\$86,776
Average Principal Salary (Elementary)	\$109,913	\$108,534
Average Principal Salary (Middle)	\$114,353	\$112,893
Average Principal Salary (High)	\$128,780	\$123,331
Superintendent Salary	\$227,784	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	71	74	74	80	81	82	49	52	54
Mathematics	67	67	67	78	79	79	46	48	50
Science	69	71	78	84	86	88	50	54	57
History-Social Science	67	73	76	71	74	76	41	44	48

\* Scores are not shown 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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	82	79	88	76
All Student at the School	74	67	78	76
Male	67	67	75	75
Female	80	67	81	76
Black or African American	63	42	0	70
American Indian or Alaska Native	0	0	0	0
Asian	80	83	88	80
Filipino	72	56	73	65
Hispanic or Latino	56	42	59	63
Native Hawaiian/Pacific Islander	0	0	0	0
White	75	63	79	78
Two or More Races	74	63	79	77
Socioeconomically Disadvantaged	52	50	53	59
English Learners	22	61	33	30
Students with Disabilities	22	36	27	36
Students Receiving Migrant Education Services				

\* Scores are not shown 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.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	81	83	81	83	83	85	52	54	59
Mathematics	89	90	83	89	88	87	53	54	56

\* Scores are not shown 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.

### California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	15	22	63	13	31	56
All Students at the School						
Male	24	25	51	16	33	51
Female	13	22	65	18	36	46
Black or African American	33	33	33	33	42	25
American Indian or Alaska Native	0	0	0	0	0	0
Asian	15	18	67	5	22	73
Filipino	9	36	55	27	36	36
Hispanic or Latino	32	39	29	39	41	20
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	16	21	62	17	40	42
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	38	39	23	43	35	22
English Learners	71	20	8	36	23	41
Students with Disabilities	71	20	8	76	20	4
Students Receiving Migrant Education Services	0	0	0	0	0	0

\* Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.5	26.7	63.6

\* Scores are not shown 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	10	10
Similar Schools	5	5	7

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	13	20	1
Black or African American			
American Indian or Alaska Native			
Asian	3	37	-3
Filipino			
Hispanic or Latino	7	11	-8
Native Hawaiian/Pacific Islander			
White	19	14	9
Two or More Races	N/D		
Socioeconomically Disadvantaged		22	20
English Learners		61	-21
Students with Disabilities	26	11	46

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,576	878	20,192	921	4,683,676	778
Black or African American	40	810	438	809	317,856	696
American Indian or Alaska Native	10		111	869	33,774	733
Asian	511	918	8,594	962	398,869	898
Filipino	37	861	582	920	123,245	859
Hispanic or Latino	180	794	1,785	822	2,406,749	729
Native Hawaiian/Pacific Islander	8		77	853	26,953	764
White	716	880	7,160	907	1,258,831	845
Two or More Races	21	870	419	915	76,766	836
Socioeconomically Disadvantaged	176	781	2,213	815	2,731,843	726
English Learners	173	779	3,621	880	1,521,844	707
Students with Disabilities	128	656	1,964	761	521,815	595

### Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	3

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.4	0.2	0.2	0.7	0.6	0.4	4.9	5.7	4.6
Graduation Rate	98.7	98.92	98.41	97.2	97.32	97.77	80.21	78.59	80.44

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	98.5%	97.6%	N/D
Black or African American	100%	94.1%	N/D
American Indian or Alaska Native	N/A	100%	N/D
Asian	97%	99.4%	N/D
Filipino	100%	98.3%	N/D
Hispanic or Latino	100%	98.1%	N/D
Native Hawaiian/Pacific Islander	N/A	100%	N/D
White	100%	97.2%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	100%	95%	N/D
English Learners	88%	82.8%	N/D
Students with Disabilities	97%	91.5%	N/D

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Students at each of the Irvine Unified School District's five high schools have opportunities to participate in CTE coursework where students explore careers in graphic arts, automotive repair and maintenance, business, music technology and theater technology. Our students also participate in career exploration coursework provided through the local Regional Occupation Center Program. In response to the 2006 Carl D Perkins Career and Technical Education Improvement Act of 2006 we have developed programs of study in the Arts, Media and Entertainment and Transportation Industry sectors, providing introductory through capstone coursework and articulations with the local community colleges. Both industry sectors are projected to grow over the 2008-2018 time period.

Visual Technology Program: Arts and Entertainment industry sector: 13% growth projection (2008-2018). (US Department of Labor." Labor Statistics.<http://www.bls.gov/oco/ocos181.htm#outlook>)

Automotive Technology Program: Transportation industry sector: 5% growth projection (2008-2018). (US Department of Labor." Labor Statistics.<http://www.bls.gov/oco/ocos090.htm#outlook>)

The program of study in Visual Technology is offered at each of the five high schools. Three of the high schools have an Auto Shop on the premises that is accessible to all students in the district. We have articulation agreements with the local community college establishing a pathway for our students to continue their CTE career in an Associated Arts degree or certificate program. Because most of our students and their parents are interested in continuing their CTE career preparation at a four year college or university, we have applied for and received college preparatory status for many of our CTE courses, meeting the UC a-g requirements for admission. The district is a member of the CTEoc (CTE Orange County) which facilitates Professional Learning Community meetings with teachers, program administrators and industry representatives.

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	377
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	20%

### Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	80.8
Graduates Who Completed All Courses Required for UC/CSU Admission	60.7

### Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	2	---
Fine and Performing Arts	3	---
Foreign Language	3	---
Mathematics	4	---
Science	6	---
Social Science	11	---
All courses	29	7

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
  - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
  - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
- 

### The staff development activities are:

- Improving learning for all students by the use of California State Content Standards to align curriculum sequencing, define consistent levels of understanding for each objective, and create common assessment techniques throughout every course. Staff will be moving forward with training and implementation of the Common Core Standards over the next several years as well.
- Use of differentiated instructional strategies that have been embedded into the daily instructional program.
- Supporting student learning for all students by using data analysis of common assessments to identify areas of concern and implement researchbased classroom and schoolwide interventions.
- Promoting the most rigorous and relevant courses for students to increase access to upper level/advanced classes and career pathways

Activities are completed via sixteen two hour meetings throughout the year and one full day staff development day. Also, 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 SLIP funds and donations from PTSA.