

**U.S. Department of Education**  
**2022 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Christopher Krebs  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Woodbridge High School  
(As it should appear in the official records)

School Mailing Address 2 Meadowbrook  
(If address is P.O. Box, also include street address.)

City Irvine State CA Zip Code+4 (9 digits total) 92604-4726

County Orange County

Telephone (949) 936-7800 Fax (949) 936-7809

Web site/URL https://woodbridgehigh.iusd.org E-mail christopherkrebs@iusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Terry Walker E-mail TerryWalker@iusd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Irvine Unified School District Tel. (949) 936-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Ira Glasky  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 28 Elementary schools (includes K-8)
  - 6 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 39 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	246	247	493
10	235	236	471
11	248	248	496
12 or higher	235	236	471
<b>Total Students</b>	964	967	1931

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
  - 35.5 % Asian
  - 2.4 % Black or African American
  - 12.5 % Hispanic or Latino
  - 0.4 % Native Hawaiian or Other Pacific Islander
  - 41.1 % White
  - 8 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2020	1931
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Armenian, Assyrian, Bengali, Burmese, Chaldean, Chinese - Cantonese, Chinese - Chaozhou (Chiuchow), Chinese - Mandarin (Putonghua), Chinese - Taiwanese, Czechoslovakian, Dutch; Flemish, Farsi (Persian)/Iranian, Filipino (Tagalog), French, German, Gujarati (India), Hebrew, Hindi, Icelandic, Indonesian, Italian, Japanese, Kannada, Khmer (Cambodian), Korean, Malayalam, Marathi, Mongolian, Other Chinese, Other Filipino, Other Indian Dialects, Other non-English, Pakistani, Pashto (Afghanistan), Portuguese, Rumanian, Russian, Serbian, Serbo-Croatian, Singhalese, Spanish, Tamil, Thai, Tigrinya, Turkish, Urdu, Vietnamese

English Language Learners (ELL) in the school: 7 %  
133 Total number ELL

7. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 417

8. Students receiving special education services with an IEP or 504: 8 %  
147 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>38</u> Autism	<u>5</u> Multiple Disabilities
<u>0</u> Deafness	<u>4</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>55</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>57</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>10</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	86
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	33
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	20

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	93%	93%	93%	92%	93%
High school graduation rate	96%	95%	96%	97%	96%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
Graduating class size	421
Enrolled in a 4-year college or university	49%
Enrolled in a community college	36%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	0%
Other	14%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Woodbridge High School is a neighborhood school. We celebrate diversity as a strength of community and we strive to nurture an environment where all students, regardless of race, gender, ethnicity, religion or background, have equal access to an educational experience that equips them for success in college, careers, and life beyond high school. We engage each other with openness and empathy. We value the distinct nature of the individual in the work of shaping and improving our community. We are many. We are one. We are Warriors.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://iusd.org/about/non-discrimination-policy>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Woodbridge High School (WHS) is located in the city of Irvine, one of the nation's largest planned communities. Founded in 1980, WHS is a comprehensive four-year high school and the focal point of the community of Woodbridge built upon tradition, stability, and excellence. In the history of the school, there have been only four principals, with the fourth and current one starting in the 2013-2014 school year, all becoming principal after serving on the staff in a prior position. This type of stability is common in all areas of the staff, and has allowed the school to set and accomplish long term goals, both programmatically and in developing its infrastructure.

Woodbridge High School is a true neighborhood school drawing from the immediate "Woodbridge Village" and other surrounding adjacent neighborhoods. Although always considered high performing, a hallmark of Woodbridge is how it has consistently championed a balanced and well-rounded experience for its students. Efforts have been made to allow all students to engage in a program that encompasses academics, athletics, co-curricular and the arts. This is evident by the unique combination of championship athletic programs, over 100 club organizations each year, and an award winning arts programs, as evident by being one of a few public schools to be recognized as a Grammy Signature School award winner (2016). There is a strong sense of pride and spirit in the staff and students, evident by their participation in co-curricular activities and attendance at events.

Building a sense of "belonging" is at the center of every initiative at WHS, whether inside or outside of the classroom. This focus on balance and belonging is supported with an array of support structures, ranging from a complex and strategic mental health program, to a highly inclusive academic program centered around co-teaching, adjacent support structures, and collaborative and student centered learning. To support at-risk, special education, and English learner inclusion and belonging in our college preparatory course offerings, Woodbridge High School utilizes a comprehensive and strategic co-teaching instructional model. This model has become a hallmark of the school, with other schools routinely visiting our campus to learn about our systems, structures and practices. WHS co-teaching pairings vary, including options such as having two general education teachers, one general education teacher and one Ed Specialist providing SAI support, and one general education teacher and one ELD teacher providing literacy support. Additionally, Woodbridge High School's partnership with an organization called Equal Opportunity Schools helps supports inclusion and belonging in underrepresented groups through increasing their enrollment in advanced coursework. This partnership has allowed WHS to identify 50-100 underrepresented 11th and 12th grade students in three consecutive school years (2018-2019, 2019-2020, and 2020-2021) who have the ability to take advanced coursework, yet have never been enrolled, to take advanced coursework for the first time.

To support Mental Health and combat student isolation, Woodbridge High School became the first school in the state of California to have a Hope Squad, an organization of students trained to identify and support students on campus exhibiting signs of distress, loneliness, and suicidal ideation with the goal of making a personal connection with them and guiding them to support and resources. This group works through traditional (clubs, on-campus activities, etc...) and non-traditional (anecdotes, social media, off-campus activities, etc...) forums to provide a network of support in arenas not available to staff on campus to help identify and connect those in need. These are just a few of the many examples of programs and groups on campus focused on connecting students and building a sense of community. Whether it's athletics, the arts, an academic team, a faith based club, robotics or engineering, pop culture or entertainment, e-sports, crafts, or career ambitions, Woodbridge High School truly feels there's a place for everyone on our campus, and it's one of our primary goals to find it. This sentiment is perfectly embodied in our school slogan, "We are many. We are one. We are Warriors."



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

Woodbridge High School has a rigorous and inclusive academic program that effectively utilizes a combination of relevant curriculum, collaborative and student centered instruction, and co-teaching to allow all students to fully participate in a college preparatory curriculum. This is the result of a strategic long-term plan that effectively phased out non-college preparatory offerings and tracking devices, shifted away from prerequisites and structures that limited access to courses to recommendations and open enrollment, and the training and building of co-teaching partnerships to effectively utilize best practices to include special education and English learners into all college preparatory course offerings. This shift also required WHS to change its bell schedule in 2017-2018 from a traditional 6 period day, to an 8 period block schedule, allowing for the addition of support and intervention courses within the school day that did not remove students from their elective courses. As a result, is that WHS saw increased inclusion and success in both its college preparatory and honors program due to these changes.

Evidence of the impact of these changes can be found by looking at Advanced Placement scores. At the end of the 2018-2019 school year (the last unaffected by the pandemic) Woodbridge High School had more students take an Advanced Placement (AP) exam than ever in the history of the school, and more students pass at least one exam with a 3 or higher than ever in the history of the school. That made 6 straight years of gains, all while maintaining an 85% pass rate and an Equity and Excellence percentage of 54% for the third straight year. These trends continued during the 2019-2020 and 2020-2021 school years when participation remained consistent, and the Equity and Excellence percentages were 62.4% and 52.3% respectively.

During the 2020-2021 school year the Irvine Unified School District created the "Irvine Virtual Academy" (IVA), a comprehensive online high school that allowed students to attend online courses. Approximately 40% of the Woodbridge High School student body and staff participated in teaching or learning at IVA in some way (part or full time). Both the curriculum and instructional practices developed during the 20-21 school years continue both at WHS and IVA this year, forever changing our instructional model. Moreover, essential learning targets and end of course exams were developed in districtwide teams, focusing all learnings on the most essential items during the limited instructional time. These common learning targets are now being effectively used by all Professional Learning Communities (PLC) as the foundations of units and common assessments.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The Irvine Unified School District has a 4 year ELA requirement for graduation. WHS offers both college preparatory and Honors/AP for each grade level, with AP English Language at the 10th grade and AP English Literature at the 12th grade. General education courses available to students are English 1, H English, English 2, AP English Language, American Literature, H American Literature, World Literature, and AP English Literature. For Special Education students Functional Reading, Reading and Writing, Practical English, and Directed Applied Communications are available in a SAI setting. For English Learners ELD 1, Reading Techniques, ELD 2 and ELD 3 courses are available. The Irvine Unified School district went through a textbook adoption process following the transition to the CCSS, selecting the current curriculum WHS has in place. Autonomy is given to each site in the district to select novels and instructional supplements that compliment the curriculum and help meet common learning targets. Common learning targets, assessments, and grading criteria exist in every course PLC team. These common assessment vary from common writing tasks to Socratic Seminars and discussions, as well as smaller formative and summative assessments based on language and literature objectives.

#### **1c. Mathematics curriculum content, instruction, and assessment:**

The Irvine Unified School District has a two year Mathematics requirement for graduation, along with the successful completion of Math I. WHS offers an integrated Math program with an enhanced pathway that leads to Calculus. Students not in the enhanced pathway can access summer "bridge" courses to help accelerate their trajectory to shift from a typical to advanced pathway. General education courses available to students are Math I, Math II, Math III, Enhanced Math II, Enhanced Math III, Pre-Calculus, Honors Pre-Calculus, Functions Statistics and Trigonometry, AP Statistics, AP Calculus AB, AP Calculus BC. A dual enrollment opportunity is also available during the day through a partnership with Irvine Valley College offering Math 235 and 353 for students to satisfy mathematics requirements at the community college before graduating. Math Lab and Math Foundations are offered as support courses for students enrolled in Math I and Math II, and Accounting is offered for 11th and 12th grade students in need of Math elective credit. For Special Education students Functional Math and Practical Math 1 AB/CD are available in a SAI setting. The Irvine Unified School district went through a textbook adoption process following the transition to the CCSS. The WHS mathematics department has almost completely shifted all courses to common learning targets, common skill quizzes, and common assessments, all fully embodying the desired standards based practices. Additionally, student behaviors have been removed from the gradebooks, and students are allowed unlimited retakes of assessments to demonstrate mastery. This exists for every course team. The instructional program is built entirely around collaborative learning and problem solving.

#### **1d. Science curriculum content, instruction, and assessment:**

The Irvine Unified School District has a two year Science requirement for graduation. WHS offers the three-course model aligning with the NGSS, integrating Earth Science into Biology, Chemistry and Physics, all with honors offerings. WHS also offers AP Environmental Science, AP Biology, AP Chemistry, AP Physics 1 and 2, Forensic Science, and Anatomy as academic electives. For English Learners an ELD Science course is taught with language objectives and science experiences for our newcomer program. The Irvine Unified School district went through a textbook adoption process following the transition to the NGSS. Significant efforts have been made to articulate the Science and Engineering practices through the three course model, and all units have been successfully transitioned to a "phenomenon based" thematic context. Common learning targets, assessments, and grading criteria exist in every course PLC team. Units are constructed around anchoring phenomenon, investigations or testable questions. Lessons within the units are designed for students to construct meaning towards understanding these anchoring devices, and ultimately lead to a summative assessment in which they convey understanding in an analogous way to the exploration that just occurred.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The Irvine Unified School District has a three year HSS requirement for graduation, along with course requirements for World History, US History, Economics and Political Science. WHS offers two academic electives to 9th grade students, AP Human Geography and Human Geography. Additionally, WHS offers AP World History, AP US History, AP Macro and Micro Econ, and AP Government as honors offerings. WHS also offers Philosophy 1, Philosophy 2, Sociology, Psychology, and AP Psychology as academic electives. Both Special Education students and English learners are strategically grouped in these courses and supported through co-teaching partnerships. The Irvine Unified School district went through a textbook adoption process following the transition to updated California HSS Framework. Common learning targets, assessments, and grading criteria exist in every course PLC team. The instructional program is focused on developing historical thinking, inquiry, and reading and writing rhetorically. These common assessment vary from common writing tasks to Socratic Seminars, debates and discussions, as well as smaller formative and summative assessments based on HSS content objectives.

#### **1f. For secondary schools:**

Woodbridge High School's CTE program offers opportunities in Video Production/Warrior TV, Journalism/Golden Arrow, Automotive, Computer Science, Technical Theater, and Yearbook. The Digital Media Arts pathway includes Digital Media Arts, Computer Graphics, Advanced Computer Graphics, AP Studio Art 2D, Video Production, Art of TV and Video and Yearbook. The Computer Programming pathway includes Introduction to Computer Programming, AP Computer Science Principles, AP Computer

Science, and Data Structures. The Automotive pathway includes Intro to Auto, Auto MLR I, Auto MLR II, Advanced Auto and an Automotive Internship. The program serves to enhance WHS students' education through hands-on experiences, real world practices and project based learning. In classes such as Journalism, Automotive and Yearbook, students work to produce tangible outcomes. Technical Education Program courses also implement professional practices into their curriculum, such as safety protocols, strict deadlines, teamwork and the development of presentation skills. The goal of the Technical Education Program is to give our students the experiences that will benefit them in college, community and commerce by allowing our students to develop character, community and critical thinking in real world scenarios.

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

Woodbridge High School Visual and Performing Arts (VAPA) program offers opportunities in Instrumental Music, Vocal Music, Dance, Color Guard, Drama, Ceramics, Art, and Graphic Design. Course pathways have been created within the Visual and Performing Arts classes so that students follow a natural progression for advancement within the arts medium of their choice. The Fine Arts pathway includes Art Studio, Painting and Drawing, Advanced Painting, AP Drawing, AP Art History, Beginning Ceramics, Intermediate Ceramics, Advanced Ceramics, and AP 3D Art and Design. The Vocal Music pathway includes Concert Chorale, Bel Canto, Chamber Singers, Entertainers, and Advanced Entertainers. The Instrumental Music pathway includes Marching Band, Concert Band, Concert Orchestra, Jazz Ensemble I and II, Percussion Ensemble, Symphonic Band, Symphonic Orchestra, Wind Ensemble, and Philharmonic Orchestra. The theatre pathway includes Drama, Intermediate Drama, Advanced Drama, Musical Theatre Production, Technical Theatre and Advanced Technical Theatre. The Dance pathway includes Dance Tech I, II and III, Hip Hop Dance, Dance Company, Color Guard and Dance Productions. In 2016 Woodbridge High School was named a National GRAMMY Signature School, one of the most prestigious designations in art education.

Woodbridge High School also offers Career and Technical Education courses for students in Digital Media Arts, Computer Programming, and Automotive. The Digital Media Arts pathway includes Digital Media Arts, Computer Graphics, Advanced Computer Graphics, AP Studio Art 2D, Video Production, Art of TV and Video and Yearbook. The Computer Programming pathway includes Introduction to Computer Programming, AP Computer Science Principles, AP Computer Science, and Data Structures. The Automotive pathway includes Intro to Auto, Auto MLR I, Auto MLR II, Advanced Auto and an Automotive Internship.

Woodbridge High School also offers three languages other than English, each with a pathway leading to an Advanced Placement (AP) course offering. These languages include Latin, Chinese and Spanish. The Latin pathway includes Latin I, Latin II, Honors Latin III and AP Latin. The Chinese pathway includes Chinese I, Chinese II, Honors Chinese III and AP Chinese Language. The Spanish pathway includes Spanish I, Spanish II, Spanish III, Spanish for Spanish Speakers I and II, Honors Spanish IV, and AP Spanish Language. WHS students also have access to French and Korean course offerings through enrollment at the district independent study high school, San Joaquin (also known as the Irvine Virtual Academy).

**3. Academic Supports**

**3a. Students performing below grade level:**

Woodbridge High Schools primary focus on supporting students is on effective differentiation within the courses they are enrolled. This is supported with a Tutorial period, offered three times a week for 30 minutes, in which students have access to their instructor for one on one support. During the 2018 school year the Irvine Unified School District purchased school licenses for the online tutoring program Paper. Each student at Woodbridge High School has access to Paper through links embedded in each teacher's Canvas page. Paper provides unlimited 24/7 tutoring from live tutors via an online forum. Students can get

support in nearly every subject, feedback on writing, and guidance working through problems. Additionally, Paper provides WHS staff a record of each student's use and transparency into the feedback they were given. The "After School Tutoring Center" (ASTC) is also open to support all students. In the ASTC teachers and peer tutors are available in the Media Center for one-on-one tutoring in all subject areas. Starting in the 2019-2020 school year the After School Tutoring Center worked to maximize the Paper online tutoring service by reducing the total number of teachers on site, and instead focusing on supporting students' access to the platform. The ASTC is open from 3:15pm to 5:15pm Monday through Thursday.

For more intensive support, WHS offers an Academic Seminar course. This is an elective class that is a structured intervention course aimed at providing students the practical tools that they need to be successful at Woodbridge High School and beyond. In addition to homework support, the course contains a weekly curriculum that includes the topics of goal setting, effective study methods, time management, and wellness. The counseling department drops in as a resource for the course providing guidance lessons on the topics of study skills, communication skills, support services, extracurricular involvement, career exploration and more. In recent years, peer tutors have been selected from our 11th and 12th grade class to further support the students in the class. Academic Seminar is an intervention that is targeted to about 5%- 15% of our student population. When students become credit deficient they are enrolled in the WHS Learning Lab. The Learning Lab is a credit recovery option for students in a blended learning model. Students in Learning Lab participate in remediation coursework online in a supervised lab environment. A WHS teacher or counselor meets with students for content help, progress monitoring, and in-person collaborative activities. Courses in this program may be taken for high school graduation remediation. Learning Lab courses can be available for full or partial credit, depending on the circumstances of the student.

Finally, Math Foundations is a course designed to support students through Math I. The course is intended to be taken concurrently with Math I, and focuses on reviewing and supplementing Math I standards. Math Lab is a course designed to support students through Math II and Math III. The course is intended to be taken concurrently with Math II and Math III, and focuses on reviewing and supplementing Math II and Math III standards. These courses are placed on opposite days of the alternating block schedule to ensure students have mathematics each day of the week.

### **3b. Students performing above grade level:**

Woodbridge High School offers 26 Advanced Placement Courses. Although prerequisites and recommendations are listed for each offering, any student can petition into a course, allowing access to all students.

Advanced Placement courses include: AP Human Geography, AP World History, AP US History, AP US Government, AP Macro Economics, AP English Language and Composition, AP English Literature and Composition, AP Statistics, AP Calculus AB, AP Calculus BC, AP Physics 1 & 2, AP Biology, AP Chemistry, AP Environmental Science, AP Latin, AP Spanish, AP Chinese, AP Computer Science, AP Computer Science Principles, AP Psychology, AP Studio Art, AP 2D Art, AP 3D Studio Art, AP Art History, and AP Music Theory. The following Honors Courses are also available: Honors English 1, Honors American Literature, Honors Geometry, Honors Algebra 2, Honors Pre-Calculus, Honors Biology, Honors Chemistry, Honors Latin 3, Honors Spanish 4, Computer Science: Data Structures. All AP courses and underlined honors courses are weighted. WHS also offers over 100 clubs for students, including the California Scholarship Federation and many academic teams and competitive clubs. These include Academic Decathlon, Model United Nations, Mock Trial, Math Modeling Competition, CubeSat, Oceans Bowl, Science Bowl, Junior Classical League, and Robotics.

### **3c. Special education:**

Woodbridge High School provides programming that offers a wide continuum of services ranging from fully inclusive classrooms in general education through self-contained Special Education classrooms. Through a variety of instructional models, students have access to curriculum, instruction and programs that provide individualized learning experiences that integrate resources to have a positive impact on a student's educational program. WHS currently has 9 Education Specialists in the Mild/Moderate (M/M) program, 5

Education Specialists in our Moderate/Severe (M/S) and Autism programs, 2 full time and 1 part-time School Psychologists, 2 Speech and Language Pathologists and 1 Speech and Language Pathologist Assistant. The M/M program has classroom instructional support from 19 Instructional Assistants, M/S has support from 19 Instructional Assistants and the Autism program has support from 7 Behavior Interventionists.

The M/M program implements a co-teach model where students receive specialized academic instruction while participating in a general education classroom. We offer co-teach in the following courses: English 1, English 2, American Literature, World History, U.S. History, Economics, Political Science, Living Earth, Chemistry, Math 1 and Math 2. Each year our co-teaching partnerships have opportunities to attend professional development training(s) on collaborative teaching and learn about the various models of co-teaching. Additional collaborative support is provided in other content areas and elective courses by instructional assistants. All of the above classes meet the University of California A-G and high school graduation requirements. Students requiring more structured Specialized Academic Instruction (SAI) services participate in Directed courses in an alternative setting. In Directed Studies courses students receive support with their assignments, assessment retakes or extended time, re-teaching opportunities and organizational skills. WHS offers the following Directed Studies level courses: Directed English 2, Math 1 CD, and Applied Communications. These courses meet high school graduation requirements but do not meet A-G requirements. The following SAI courses are also available, are graded on pass/fail and do not meet high school graduation requirements in the core content areas: Read 180, Essential Living Skills, Practical Math and Practical English.

The Moderate/Severe and Autism programs offer functional programming to meet the needs of students who have more significant learning challenges. Through a modified curriculum, students participate in lessons in academic content areas as well as vocational subjects where they learn skills that are more practical in nature. The focus of instruction is geared towards preparing students to be as independent as possible in daily life. The following Functional courses are offered for students who participate in the M/S and Autism programs: Math, ELA, Life Skills, Social Skills, Vocational Skills, Art and Technology. Students also participate in weekly Community Based Instruction (CBI) where they practice skills learned in the classroom in a community setting. Students in these two programs also participate in the following general education courses: Art, Physical Education, Choir, Ceramics, and Drama as well as in our Athletic program on our Pep Squad, Swim, and Track Teams. Three years ago, the teachers in the M/S and Autism programs formed a Unified Sports program and in the 2019 school year, students participated in their first Unified Sports basketball game against Portola High School.

### **3d. English Language Learners, if a special program or intervention is offered:**

Woodbridge High School uses the Local Control and Accountability Plan (LCAP) supplemental funds to provide release time for its English Language (EL) Coordinator to test as well as to meet with students, complete the reclassification process for qualified students, meet with Ed Specialists to support dually identified students, attend and develop professional learning opportunities for staff, and speak with parents to determine the appropriate placement for their child. Funding is also used to enable Woodbridge High School's EL Coordinator to attend workshops to augment knowledge of English Learner needs and to work in conjunction with other EL Coordinators in the district to continue to develop and refine its EL Program. Woodbridge's EL Coordinator works with the district's Language Development Program (LDP) to develop an individual learning plan for each English Learner and records the student's progress toward reclassification. Funded through the EL supplemental funds is also a co-teacher in the English Language Development (ELD) department's ELD 2 course to help EL students that require moderate support.

The number of English Language Learner students at Woodbridge has significantly increased and is currently 8.4% of its population as 207 students have been identified. The majority of Woodbridge's English Learners fall within the intermediate and advanced range. Woodbridge also offers beginning EL programs for a smaller group of emergent bilingual students. Students that are identified as emerging are enrolled in ELD 1, a reading techniques course to introduce them to phonics and basic language, and an ELD science course to help introduce beginning EL learners to scientific technical language. Woodbridge's English Language Learners who participate in its English Learner program also have access to an ELD 3 course and

sheltered World History course to further increase language support across most content areas. Because Woodbridge High School's EL population ranges in ability level from emerging to bridging EL Learners, placement in the appropriate classes is determined by an 8th grade assessment administered by the district in coordination with Woodbridge High's local middle schools.

In order for a student to be reclassified, he/she must: pass their English course; receive an overall score of 4 on the ELPAC; acquire a positive recommendation from their current English teacher; and have parent concurrence. These results determine whether a student can be reclassified as Fluent English Proficient (RFEP). A student who did not attend IUSD during his/her 8th grade year is typically administered an assessment through the district's Language Development Program in order to place the student appropriately. Woodbridge's ELD department was designed to support English Learners in achieving the ELD, Language Arts, and History standards. These courses deliver the core curriculum at a modified pace and with methodologies geared to the needs of English Learners.

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Woodbridge High School offers a comprehensive Mental Health program that offers both schoolwide information and opportunities, and strategic support. Under the supervision of the district Mental Health Coordinator, a mental health specialist at WHS provides mental health support services including counseling, case management, interventions, risk assessment, crisis coordination, management and treatment plans for general education students; plans and conducts mental health trainings for students, families and staff throughout the District. This person also provides direct short-term individual/group counseling and case management to students, maintains and documents individual and group counseling logs, notes, and summaries of mental health treatments provided, develops and provides treatment plans and interventions to serve students with mental health disorders, participates in school site intervention teams and conducts threat/suicidal/homicidal risk assessments to promote student safety.

The WHS Mental Health Specialists also runs the WHS Hope Squad. This is an organization of WHS students who have positive traits such as empathy, kindness and the ability to listen well. They are led by a trained Hope Squad advisor and work towards the goal of reducing self-destructive behavior and youth suicide by building and creating change at WHS. Trained to recognize suicide-warning signs and seek help when needed, students are empowered to build positive relationships among their peers and positively impact the school culture by reducing stigmas about suicide and mental health. During the 2019-2020 school year the Irvine Unified School District adopted the Say Something Anonymous Reporting System as part of their “Speak Up, We Care” campaign. The Anonymous Reporting System is housed in the Say Something App that allows all Woodbridge community members to submit secure, anonymous safety concerns to a live and interactive platform. This system was implemented to enhance our efforts by providing an anonymous and safe forum for our community to report concerns ranging from vandalism, bullying, substance abuse, stress, self harm, to violence and threats. Teams are established at Woodbridge High School to monitor and respond to the reports, and individuals are identified to follow up on specific types of concerns.

WHS also has a program titled "Project Success", that is a small group/individual counseling service that addresses at-risk and early adult behaviors, decision making and coping skills. Parent permission is required in order to participate in Project Success and it is a grant funded program that exists at all IUSD Middle and High Schools. The Project Success specialist conducts individual/group counseling with all students (grades 9-12) who are interested or referred to the program. Students are identified by teachers, counselors and administration, and are usually students who they feel need extra support and a little more personal attention than other students. For each session, the specialist plans skill-building activities that target areas such as communication, self-esteem, stress-management, anger, anxiety and other applicable topics.

### **2. Engaging Families and Community:**

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

The WHS PTSA supports all students at WHS through its mini-grant program for teachers, funding our Honored Warrior award program, funding student academic clubs and ASB, and participating in staff appreciation events. The WHS PTSA also supports five cultural parent groups for Korean, Japanese, Chinese, Persian, and Indian families that serve as community liaisons and ambassadors to those communities. During the 2019-2020 school year the Hispanic/Latinx cultural group was also established,

meeting regularly to support this community. Booster organizations support our athletics, vocal music, and instrumental music programs through local and schoolwide fundraising efforts. The WHS Athletic Booster Club is an all sport booster organization, and is responsible for facilitating the Irvine Half Marathon each January, and Golf Tournament and Hall of Fame Gala in the Spring. These events typically raise \$100,000-\$150,000 for WHS Athletics each year, and have become long standing traditions within our community. These resources are used for facilities upgrades and help supplement the fundraising efforts of each sport and add to the quality of each program.

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

### **3. Creating Professional Culture:**

The Irvine Unified School District offers a wellness program for all staff with monthly opportunities, tips and guidance for all staff. These are sent out via staff emails and through newsletters. The district also offers professional development for nearly all roles throughout the year, with two days being designated for Certificated staff to attend trainings by role. WHS offers approximately \$30,000 annually out of its site budget for staff to attend professional development that supports continuous improvement and/or aligns to the schoolwide action plan. During the 2020-2021 school year the entire district adopted a Hybrid learning model. To allow maximum planning and preparation time, Monday's were used exclusively for collaboration of staff and intervention. No classes were held that day.

### **4. School Leadership:**

Each school year ends at Woodbridge high school with course leaders reporting on their progress towards each facet of the WHS Action Plan for Schoolwide Achievement. This meeting is the culmination of a continuous improvement cycle in which schoolwide, departmental, courses, and individual action plans work together to support common goals. Departments are asked in the Spring to develop a Department Action Plan that supported one of the three growth targets found in the WHS Action Plan for Student Achievement. Once defined, departments were then asked to develop individual course objectives that supported the department goals. Both department and course action plan development took place prior to the start of the next school year, and money was allocated out of site funds for summer work time to develop both. Additionally, individual teacher Goals and Objectives forms, and part of the IUSD Certificated Evaluation Cycle, align with the new action plan and identify each teacher's role in the development of their departmental and course goals, as well as their own personal areas of growth. This process allowed all members of the IUSD staff to enter the next school with a single direction consistent with the Action Plan, and even clearer objectives, before the school year even started. These action plans were then reviewed and approved by the WHS School Site Council at the start of the year as a detailed addendum to the Single Plan for Student Achievement (SPSA). The IUSD School Board reviews all IUSD school's SPSAs annually, which includes the WHS WASC Action Plan and progress made towards the goals.

Throughout the year monthly Leadership Team meetings were held with representatives from each department on campus. Topics from these meetings and progress on annual themes were woven into these meetings to connect common goals and schoolwide initiatives. Progress towards these goals was shared out with the School Site Council, PTSA, and ASB, when appropriate.

At the end of the year, all areas of this continuous improvement cycle were reported out and assessed. Individual teachers reported out on individual goals through their year end evaluation meetings. Annual course evaluation meetings were held with administration and PLC leaders of every course to assess progress on goals, and define areas of the focus for the next year. The IUSD Annual Survey was given each school year to staff, parents and students and served as a perceptual assessment of progress towards the new initiatives found in our Action Plan. Finally, the WHS Leadership Team ended the year by reporting out on NBRS 2022



each facet of the WHS Action Plan for Student Achievement. This information, and the results from these meetings, resulted in each group starting the continuous improvement cycle over and repeated the process for each subsequent year. Progress on the Action Plan is shared out each year with the School Site Council and PTSA at their final meetings. This process of reporting progress towards the WHS Action Plan for Student Achievement has been implemented each year.

#### **5. Culturally Responsive Teaching and Learning:**

Woodbridge High School's partnership with an organization called Equal Opportunity Schools helps to identify students from underrepresented groups with talent and potential that may need additional support and/or encouragement to enroll in advanced coursework. The partnership between WHS and EOS includes three key components: 1) Professional development for staff on diversity, equity and inclusion. 2) Support in establishing and facilitating a site Equity Team to discuss programmatic and systemic issues at the site that may be contributing to an opportunity gap. 3) Providing survey and data analysis tools to help identify underrepresented students on campus and support their enrollment in advanced coursework. This partnership has allowed WHS to identify 50-100 underrepresented 11th and 12th grade students in three consecutive school years (2018-2019, 2019-2020, and 2020-2021) who have the ability to take advanced coursework, yet have never been enrolled. Trusted adults on campus were identified for these students and were trained on how to discuss opportunities that exist at WHS. The families of these students were also included, as counselors met with them personally and invited them to the annual WHS AP/Honors night to hear more about available courses.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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To support at-risk, special education, and English learner inclusion in our college preparatory course offerings, Woodbridge High School utilizes a comprehensive and strategic co-teaching instructional model. This model has become a hallmark of the school, with other schools routinely visiting our campus to learn about our systems, structures and practices. WHS co-teaching pairings vary, including options such as having two general education teachers, one general education teacher and one Ed Specialist providing SAI support, and one general education teacher and one ELD teacher providing literacy support. Co-teaching options have been offered for all four levels of ELA, three levels of Mathematics, two levels of Science, and three levels of HSS, primarily focusing on graduation requirements. The 2018-2019 school year marked the most co-teaching pairings throughout the schedule, including 17 pairings of 30 teachers, a time when the overall population of the school was at its largest. The 2019-2020 school year was also notable, as the number of co-teaching partnerships remained similar, demonstrating the success of the program even when changing from a 6 to 8-period day with a block schedule. Perhaps what makes co-teaching our "most instrumental" strategy is its efficacy during the 2020-2021 school year, in which Woodbridge High School was in a hybrid model with half the school in-person, and half working from home. The hybrid model required these co-teaching partnerships to evolve, but the training and partnerships allowed these teachers to effectively support all students, regardless of their location, providing effective and differentiated instruction for both in-person and online students. As students have returned to a typical model we now see firsthand that those students who participated in co-teaching model during the 2020-2021 school year have improved skills, behaviors and outcomes this year, and minimized learning loss. It is because of this that we can confidently state that co-teaching is the most instrumental strategy at WHS, and a significant reason we deserve to be a National Blue Ribbon School.