

Academic Policies and Procedures

COUNSELING SERVICES

The mission of the Woodbridge High School Counseling Department is to provide educational, personal, and career guidance for all students. We strive to develop effective programs and strategies to meet the many needs of the adolescent student. Woodbridge High counselors focus on fostering a sense of social and academic empowerment, career development awareness, and responsible decision making in our students.

Counselor appointments are scheduled directly through the assigned counselor. Students are assigned to counselors by last name and remain with their assigned counselor.

Counselors are available on a walk-in basis for students who are in need of emergency counselor support during the school day. Each WHS counselor also has a student appointment sign-up sheet on their door.

Support provided by counselors include:

- New and continuing student enrollment
- High school educational planning and graduation status checks
- Graduation alternatives
- College and university entrance requirements and selection procedures
- Personal, social and emotional support
- Grade level parent workshops and evening informational sessions
- Grade level student classroom guidance lessons
- Referrals to school interventions and community resources
- Collaboration with students, parents, and teachers
- College entrance testing information
- Scholarship and financial aid information
- College/University letters of recommendation
- Career awareness and planning

NAVIANCE FAMILY CONNECTION

Irvine students, parents and their counselors have access to the Naviance Family Connection, assisting students with academic, career, college and personal planning. Students have access to their individual accounts and are able to keep track of their preparation for post-secondary education programs, including college and university attendance and career planning. Naviance Family Connection complements the series of classroom lessons, individual appointments, speakers, and informational sessions for students and parents we offer throughout the freshman, sophomore, junior, and senior years of high school.

Other resources can be found on the Counseling website to learn more about college, financial aid, test preparation, and NCAA eligibility.

9th GRADE PROGRAM

Ninth graders are enrolled in freshman classes based on middle school teacher recommendations using the criteria of academic performance and work habits. At each progress report counselors review student progress and work with teachers, administrators and parents to implement support strategies, such as Student Intervention Team meetings, referrals to the district Project Success program, and summer school course recommendations. During the spring semester, counselors visit classrooms to provide curricular lessons related to on campus resources and support, graduation requirements, transcripts, college requirements, summer school and tenth grade course selection.

10th GRADE PROGRAM

Counselors continue to monitor student progress and identify support programs and summer school recommendations for students to meet graduation requirements. Career, college planning, and developing a 4-year graduation plan becomes the focus of the Sophomore Parent Workshop. Woodbridge High School Counselors conduct Sophomore Planning conferences with each 10th grade student and their parent or guardian. A review of the student's past academic performance, the results of assorted tests, and a definition of the student's future goals will help to develop an appropriate plan for graduation. Additional discussion topics include college admission testing, career and college exploration, and transcript review.

11th GRADE PROGRAM

Juniors are invited to attend presentations by college admission representatives from a variety of colleges and universities through the College and Career Center. During the spring semester, juniors meet with counselors to review graduation and college requirements, college admission testing dates, course selections, career and college exploration, and to conduct a transcript review. Parents are invited to our annual Junior Parent Workshop, informing parents about graduation, the college and university application process, college requirements and post high school options. Throughout the year, counselors monitor student progress in meeting high school graduation and the students' college and university goals.

12th GRADE PROGRAM

Monitoring student progress to meet high school graduation continues through the twelfth grade year and includes transcript and graduation checks provided to students and parents early in the Fall and Spring semesters. Parents are invited to the annual Senior Parent Workshop providing information on assisting their students through the senior year and preparing for their student's post-high school program. Counselors meet with seniors in the fall via classroom guidance lessons to review graduation status, college admissions, and other post-secondary options. Additionally, small group meetings are held to educate students on the private school application process. Individual student meetings are then held with students requesting letters of recommendations. Throughout the year, counselors monitor student progress towards graduation and the students' college/university or career goals.

ACADEMIC REVIEW CONFERENCES

Success in high school is a team effort of parent, student and school. Woodbridge High School counselors are committed to assisting every student in developing a plan to earn a high school diploma. The counselors conduct conferences with each student and parent or guardian if the student is in danger of not meeting the requirements to earn a diploma. A review of the student's past academic performance and attendance, the results of assorted tests and a definition of the student's future goals will all help to develop an appropriate plan toward graduation.

LIFE AFTER HIGH SCHOOL GUIDEBOOKS

This guidebook has been created by a joint effort of IUSD high school counselors and is provided to students during their tenth grade planning conference. Valuable information and web links in this publication are designed to assist students and families as they plan for college and career after high school.

FRESHMAN & NEW STUDENT ORIENTATION

This is a student leadership program that provides upper classmen mentors for our incoming freshmen and new students. The program develops leadership skills in upper-classmen and provides opportunities for incoming freshmen to establish an early connection to Woodbridge High School. Freshmen & New Student Orientation leaders are selected through an application and interview process and participate in leadership training workshops. Freshmen meet with their mentors during Fall Registration before school starts. Mentors provide an overview of WHS in small groups including a tour of campus.

ACADEMIC SEMINAR

The Academic Seminar class at Woodbridge High School is an intervention class designed for incoming 9th grade students identified as needing significant academic and/or personal social support. Students are pre-identified by their IUSD Middle School Counselor. Students participate in the program during the fall and spring semester of their 9th grade year as an elective class. The course is also available to students in grades 10-12 in need of additional support as identified by their WHS counselor. Students are provided academic and/or social/emotional support, in an effort to set the foundation for a smooth and sustainable transition into high school with a goal of success in student academics, school behavior, attendance, and an increased connection to school.

PSAT

In the fall of junior year, students are encouraged to take the Preliminary SAT National Merit Scholarship Qualifying Test (PSAT/NMSQT) through College Board. The test is offered by IUSD free of charge and is located on the WHS campus. This exam measures critical reading skills, math problem solving skills, and writing skills. This pre-test helps students become familiar with the kinds of questions that will be asked on the Scholastic Aptitude Test (SAT), required for admission by many colleges and universities throughout the nation. The PSAT test results indicate the student's strengths and weaknesses, which can help them to better prepare for the SAT.

CAREER LUNCHES

PTSA and the WHS Counseling Department have partnered in an effort to provide students exposure to a variety of career options and pathways. Speakers are selected based on data gathered through Naviance Family Connection, a college and career program that allows students to identify careers in which they are interested. Different career industries are highlighted each month and students are invited to attend these free lunch sessions to learn about job descriptions, academic requirements, and salary information. Although students are encouraged to pre-register for these events by signing up in the Counseling Office, drop-ins are welcome!

JOB SKILLS TRAINING

The WHS Counseling Department offers an opportunity for students seeking employment to obtain job-readiness skills through resume building workshops and individual mock interviews. Appointments for the program can be made with the ROP specialist in the Counseling Office.

PROJECT SUCCESS

Students involved in Project Success will be provided with opportunities to participate in a variety of activities including: small group counseling, peer leadership, informal mentoring, and other activities based on student need. These activities are designed to improve students' self-esteem, healthy behaviors, attendance, organizational and social skills. Program activities are facilitated by school staff, and a qualified support specialist, who is provided by IUSD's Guidance Resources Office.

PEER TUTORING

Teachers and student peer tutors are available to assist students in several subject areas in the After School Tutoring Center (ASTC), held in the WHS Media Center. The ASTC is open most weeks during the school year, Monday through Thursday, for two hours after school. The center is free to all WHS students.

WHS MEDIA CENTER

The Media Center is home to many of our students on a daily basis. Before school, after school, and during lunch, students may utilize computers, check-out books, use the center as a quiet place to complete homework, complete group projects, or do library research.

MyIUSD.org

The Irvine Unified District provides parents and students with access to student attendance, grades and class grade books. Through the MyIUSD portal, both students and parents are encouraged to log in on a regular basis and keep track of assignment completion, grades and student attendance.

WEB BASED COMMUNICATION TOOLS

Many teachers utilize current web based software to communicate curricular material, such as Canvas. Students can access assignments, web resources and due date reminders.

COLLEGE AND CAREER CENTER

The College and Career Center serves as a resource area for students and their parents where investigating and planning for post-secondary pathways can take place. Internet access and Naviance, the district-wide program, for college and career exploration, aid in this research. The Career Center specialist is available to assist students with their research into careers and the college selection and application process. Parents may call to set an appointment to receive information about:

- College information
- College and university catalogs, guides, and brochures
- Testing materials
- Financial aid information
- Scholarship opportunities
- Summer programs
- Visits from college and university representatives
- Career resources
- Career guidance worksheets

GRADUATION REQUIREMENTS

Graduation will be authorized by the Irvine Unified School District Board of Education, and a diploma will be granted to all students who have met the following requirements:

1. Earn a minimum of 215 credits
2. Complete the specific course requirements for graduation

HIGH SCHOOL GRADUATION MINIMUM COURSE REQUIREMENTS

40	CREDITS	English
20	CREDITS	Math (successful completion of Math 1 Required)
5	CREDITS	Life Science
5	CREDITS	Physical Science
10	CREDITS	Additional Science
10	CREDITS	World Studies
10	CREDITS	United States History
5	CREDITS	Political Science
5	CREDITS	Economics
10	CREDITS	Foreign Language, OR Visual Art, Performing Art or Career Technical Education
20	CREDITS	Physical Education
5	CREDITS	Health
70	CREDITS	Additional Courses
215	CREDITS TOTAL	

A student must complete all high school graduation requirements (required courses, and credits) by the end of the spring semester of the senior year to be eligible to participate in the commencement ceremony. See the following website for more information.

http://iusd.org/education_services/graduation_requirements.html

EARLY GRADUATION

Students may request to graduate early (at the end of the 6th or 7th semester). In order for the request to be considered, ALL high school graduation credits (215), and course requirements must be met by the conclusion of the last day of the semester of graduation. Students who wish to graduate early must meet with their counselor to create an academic plan and complete necessary paperwork.

COLLEGE ENTRANCE REQUIREMENTS

Listed below are the minimum entrance requirements for California public post-secondary institutions. Private schools and programs within public schools may require additional, possibly more rigorous coursework. Admission to most competitive post-secondary programs is based on a combination of high school coursework, grades, and scores on a college admission test (SAT Reasoning Test or ACT). The University of California recommends SAT Subject Tests for designated majors. Review UC campus requirements for additional information.

CALIFORNIA COMMUNITY COLLEGES

Admission Requirements

1. High school graduation, GED, CHSPE, HiSET **or**
2. 18 years of age
3. Assessment tests in English and Math may be required for applicants

Community Colleges offer three programs of study

1. Transfer to four-year college
 - In partnership with the University of California and the California State University, a student may complete the first two years of a bachelors degree program at community college, and be admitted to either a UC or CSU with Junior-year standing. Specific courses are required to transfer to the UC and/or CSU system.
 - Transfer programs to colleges other than UC or CSU are also available.
2. Associate Degrees

Equal to two full-time years of college work, an Associate degree requires sixty units of specific course work, leading to a named degree.
3. Certificate Programs

Training for specific career placement may lead to a specialty certificate of skill or an Associate degree. See the following website for more information.
www.cccco.edu

CALIFORNIA STATE UNIVERSITY

Admission is based on an eligibility index of G.P.A. and SAT Reasoning Test (Reading and Math), or ACT score. The G.P.A. for CSU admission considers college prep courses taken in grades 10 and 11 only. Additional grade points in A.P. or approved Honors courses in grades 10 and 11 are included as part of the G.P.A.

An applicant who earns a G.P.A. of 2.0 or higher with a grade of C or higher in each required course, is eligible for an admission review by the CSU. A formula using SAT Reasoning Test or ACT score is applied. Refer to www2.calstate.edu for more information.

Priority admission to the specific CSU campus served by a high school is offered to all students who meet the required index (certain campuses or impacted majors may be more selective). WHS is in CSU Fullerton's service area. Refer to www2.calstate.edu for more information.

UNIVERSITY OF CALIFORNIA ADMISSION

Admission is based on a combination of academic achievement and promise, as well as potential to contribute to the educational environment and intellectual vitality of the campus. University of California admission is guaranteed to students in the top 9% of each high school, and the top 9% statewide. To be eligible for admission, a student must complete a minimum 15 required courses by HS graduation and complete at least 11 of the 15 required courses by the end of grade 11. Students must achieve a GPA of 3.0 or higher, with no grade lower than a C. Applicants must complete the ACT or SAT with writing no later than December grade 12. The UC determines an applicant's GPA using grades earned in college prep courses in grades 10 and 11. An applicant must earn a GPA of 3.0 (or higher) in required course work to be eligible for admission. Additional grade points in A.P. or approved Honors course in grades 10 and 11 are included as part of the G.P.A.

The expectation is that students will take a stronger academic program beyond the minimum, and earn a higher G.P.A. and test scores. The UC requires all admission testing to be completed by the December test date of the senior year. Refer to this web site for the index:
www.ucop.edu. & <http://www.universityofcalifornia.edu/admissions>

UC/CSU A-G Coursework/ Four Year College Pathway (Minimum Academic Program)

"a" History	20 credits/2 years
"b" English	40 credits/4 years
"c" Mathematics	30 credits/3 years
"d" Laboratory Science	20 credits/2 years
"e" Foreign Language	20 credits/2 years
"f" Visual or Performing Art	10 credits/1 year
"g" College Prep Electives	10 credits/1 year

**Additional Coursework to total 215 credits

The following page lists all the A-G approved courses offered at Woodbridge High School.

W.H.S. COURSES APPROVED AS COLLEGE PREPARATORY
(Underlined courses are awarded an extra grade point)

Social Science

- World History A/B
- A.P. World History A/B
- United States History A/B
- A.P. United States History A/B
- Political Science
- A.P. United States Government

English

- English 1 A/B
- Honors English 1 A/B
- English 2 A/B
- English Language Development 3 A/B
- A.P. English Language and Composition A/B
- American Literature A/B
- Honors American Literature A/B
- World Literature and Composition A/B
- A.P. English Literature and Composition A/B

Mathematics

- Math I A/B
- Math II A/B
- Enhanced Math II A/B
- Math III A/B
- Enhanced Math III A/B
- Functions, Statistics and Trigonometry A/B
- Honors Pre-Calculus A/B
- Pre-Calculus A/B
- A.P. Statistics A/B
- A.P. Calculus AB A/B
- A.P. Calculus BC A/B

Laboratory Science

- Living Earth A/B
- Honors Living Earth A/B
- A.P. Biology A/B
- Chemistry A/B
- Honors Chemistry A/B
- A.P. Chemistry A/B
- General Physics A/B
- A.P. Physics A/B
- A.P. Physics 2 A/B
- Anatomy and Physiology A/B
- A.P. Environmental Science A/B

Foreign Language

- Chinese 1 A/B
- Chinese 2 A/B
- Honors Chinese 3 A/B
- A.P. Chinese A/B
- Latin 1 A/B
- Latin 2 A/B
- Honors Latin 3 A/B
- A.P. Latin Vergil-Caesar A/B
- Spanish 1 A/B
- Spanish 2 A/B
- Spanish 3 A/B
- Honors Spanish 4 A/B
- A.P. Spanish A/B

*Course offerings are based on student interest and enrollment. Not all courses are offered each year.

Visual and Performing Arts

- Digital Media Arts A/B
- Computer Graphic Design A/B
- Advanced Graphic Design Studio A/B
- Video Production A/B
- Art of TV and Video Production A/B
- Yearbook A/B
- A.P. Studio Art: 2D A/B
- Studio Art A/B
- Painting/Drawing A/B
- Advanced Drawing A/B
- A.P. Studio Art: Drawing A/B
- A.P. 2-D Design A/B
- A.P. Art History A/B
- Beginning Ceramics A/B
- Intermediate Ceramics A/B
- Advanced Ceramics A/B
- A.P. 3-D Design Portfolio A/B
- Art Portfolio Prep A/B
- Dance Team A/B
- Concert Chorale A/B
- Bel Canto A/B
- Chamber Singers A/B
- Entertainers A/B
- Advanced Entertainers A/B
- Music Theory A/B
- Musicial Theatre Production A/B
- Concert Band A/B
- Percussion Ensemble A/B
- Symphonic Band A/B
- Symphonic Orchestra A/B
- Philharmonic Orchestra A/B
- Concert Orchestra A/B
- Wind Ensemble A/B
- Drama A/B
- Intermediate Drama A/B
- Advanced Drama A/B
- Technical Theatre A/B
- Advanced Technical Theatre A/B

Academic Electives

- A.P. European History A/B
- Intro to Forensic Science A/B
- Introduction to Computer Programming A/B
- A.P. Computer Science Principles A/B
- A.P. Computer Science A A/B
- Computer Science: Data Structures A/B
- Psychology
- Sociology
- United States History through Film
- World Religions
- World Perspectives of Economics
- A.P. Macro Economics
- Human Geography A/B
- A.P. Human Geography A/B
- A.P. Psychology A/B
- Beginning Journalism A/B
- Advanced Journalism A/B
- MLR I A/B
- MLR II A/B
- Introduction to Philosophy

Type of Diploma	Minimum Required credits	Minimum Required Courses	Required Timeline for courses and credits	Other Requirements
WHS Diploma	215	All course requirements	Finish all required course work and credits no later than September 1st following your June commencement date	See page 25 for graduation and credit requirements
Irvine Adult School Diploma	195	All course requirements; however, PE may be waived for an adult diploma	Flexible. Coursework is completed at San Joaquin High School	1) Must be at least 18 years of age 2) Student must be referred to Alternative Education by high school counselor
San Joaquin High School Diploma (Independent Study)	215	All course requirements	Flexible. A student may also attend community college in conjunction with concurrent enrollment at San Joaquin	Student must be referred to Alternative Education by the high school counselor
California High School Proficiency Exam (CHSPE)	N/A	N/A	N/A	See Description Below
General Educational Development Test (GED)	N/A	N/A	N/A	See Description Below

California High School Proficiency Examination (CHSPE)

This exam is the California legal equivalent to a high school diploma. It is not equivalent to completing all coursework required for regular graduation from high school. The CHSPE consists of two test sections: English-Language Arts and Mathematics. You are eligible to take the CHSPE if you are at least 16 years old, have been enrolled in the tenth grade for one academic year or longer, or will complete one academic year in tenth grade at the end of the semester during which you plan to take the CHSPE. You must have both a Certificate of Proficiency and have certified parent/guardian permission to withdraw from high school. (<http://www.chspe.net/>)

General Educational Development Test (GED)

The GED tests measure knowledge and academic skills against those of traditional high school graduates. GED tests are administered in many places throughout the state. Adult schools offer classes to help prepare you to take the GED tests. You are eligible to take the GED within 60 days before your 18th birthday. (<http://www.ged.com>)

Institution	Programs	Freshman Eligibility Requirements	Application Period for Fall Term
University of California (UC) *9 Campuses Serving 230,000 students. Ex. UCLA, UCI, UCSB www.universityofcalifornia.edu	BA/BS, MA, MS, PhD, plus professional degrees * This system emphasizes a theory based approach to learning. Offers doctorate programs in most disciplines, along with graduate opportunities in medicine, dentistry, business, law, pharmacy, and veterinary medicine.	- Complete 15 A-G subject requirements with 11 of those courses completed by the end of 11th grade. - G.P.A. - Minimum 3.0 - Test Scores - ACT (plus writing) <u>or</u> SAT with essay - Extracurricular Involvement - Personal Statement Essay	November 1 through November 30th of senior year
California State University (CSU) *23 Campuses Serving 450,000+ students. Ex. CSULB, CSUF, SDSU www.csumentor.edu	BA/BS, MA * This system offers traditional and career specific majors, with graduate opportunities at the Master's level.	- Complete A - G Subject requirements - G.P.A. Minimum 2.0 - Test Scores - ACT <u>or</u> SAT	October 1 through November 30th of senior year
California Independent Colleges and Universities *77 Campuses Serving over 320,000 students. Ex. USC, Chapman www.aiccu.edu	Offerings vary with the college: BA / BS, MA, MS, PhD & professional degrees. Includes major research universities, comprehensive universities, small liberal arts colleges, faith-based colleges and universities, and specialized colleges.	- minimum GPA varies - Test Scores - Check with schools - Extracurricular Involvement - College Admission Essay - Letters of Recommendation from Teachers and Counselors	Application deadlines vary with each school
Community College *113 Campuses serving over 2.5 million students. Ex. IVC, OCC www.cccco.edu	Associates Degrees, Career programs, transfer preparation in most majors.	-High school graduate <u>or</u> -18 years of age <u>or</u> -California High School Proficiency Certificate -Placement test in English and Math -High School students may attend concurrently with special permission	The early application process begins in the fall semester of grade 12.

COURSE ENROLLMENT EXPECTATIONS

Because most colleges and universities are increasing admissions requirements, and leaders of business and industry are concerned about the academic preparation of those people entering the work force, the faculty and administration at Woodbridge High School expect all students in grades 9-11 to enroll in six courses during each year of high school. Seniors who have sufficient credits opt for a less demanding year may enroll in 5 classes in the fall and 5 classes in the spring with the option of 1 taken off campus (ie. ROP, community college). However, students can expect this reduced commitment to be communicated in letters of recommendation. Institutions of higher learning report a direct correlation between academic success at the university and the maintenance of a rigorous course of study during the senior year in high school.

UNITS OF CREDIT/VARIABLE CREDIT

Credits are awarded on a semester basis. Successful completion of a course earns credits towards graduation. A course taken for one semester, one period each day normally earns five semester credits towards graduation. (A limited number of courses earn variable credits or less than five credits). Therefore, a student will typically earn thirty credits each semester, or sixty credits each year.

Exceptions:

- a. Physical Education, Athletics, and Student Aide — a student who participates in at least 80% of the term will receive full credit. Less than 80% participation or work accomplished will receive the variable credit basis listed below.

Credits:

Per Semester Class

80% — 100% = 5 credits

70% — 79% = 4 credits

60% — 69% = 3 credits

50% — 59% = 2 credits

35% — 49% = 1 credit

Per Quarter Class

80% — 100% = 2.5 credits

70% — 79% = 2.0 credits

60% — 69% = 1.5 credits

50% — 59% = 1.0 credits

35% — 49% = 0.5 credits

- b. Community/Work Experience — 40 hours of work plus specified related assignments = 1 credit; maximum of 10 credits per semester, 20 credits maximum for graduation. Grade 12 only.
- c. ROP — 18 hours of on-the-job training plus related instructions = 1 credit; maximum 10 credits per semester.
- d. Other courses which award variable credit: Support Services/Special Education courses, Private Instruction, Independent Study, and Student Assistant courses.

PREREQUISITES/PERMISSION

Students should check carefully to see that they have taken the proper prerequisites for courses and have received the necessary grades. Where a course prerequisite requires permission, the student should seek approval to take the course from their current teacher.

ADDITION AND WITHDRAWAL OF CLASSES

The WHS master schedule of classes is carefully designed every year so we can honor both the requests made by students, and the recommendations of the faculty. Woodbridge encourages every student to strive for academic excellence. We urge students and their parent or guardian to carefully select classes for the upcoming school year. Our master schedule has little to no space available for a class change. If you believe, after attempting a class, you are misplaced academically, please carefully discuss this with your teacher, parent or guardian, and counselor. Woodbridge is committed to student success, and we will seriously consider a recommended class change that is in your best academic interests. Options will be severely limited, based on space in the master schedule.

The last day to enroll in a new or different class is the final day of the second full week of the semester. Any class change after this date must be initiated and recommended by a faculty member. Please refer to the student planner for exact dates.

The last day to withdraw from a class without penalty of a failing grade on your transcript is the last day of the sixth full week of the semester. We encourage students to remain in class and make every effort to achieve a passing grade.

Any withdrawal must be initiated and recommended by a faculty member, and must be approved by parent or guardian; plus the counselor and administrator. Any withdrawal that occurs after the last day of the sixth week of the semester will result in a permanent grade of "F" on your transcript.

If an academic level change (for example, from Spanish 2 to Spanish 1) is recommended by a faculty member and approved by your parent or guardian, no grade penalty will occur. However, the transfer grade will follow the student.

TEACHER CHANGE REQUEST POLICY

WHS currently implements a “no teacher change” policy. This policy is designed to work with all stakeholders (parents, students, and teachers) to facilitate problem solving and resolve conflict. Administration requires that a parent/teacher conference is held to address specific concerns prior to requesting a change of teacher. Counselors and/or administrators can attend teacher conference meetings, if requested. If specific issues are discussed with the assigned teacher and remain unresolved, parents/students can contact administration to discuss the unresolved issues further.

Counselors are unable to adjust student schedules to a new teacher, unless approved by an administrator.

SPRING SEMESTER SCHEDULE CHANGES

Although students can be assured that their assigned courses from fall to spring semester are to be maintained, students may be assigned different teachers and/or periods for their courses in the spring semester. On average, nearly 20% of WHS students experience a teacher or class period change, at the semester, in any given year. These changes may be due to increased or decreased enrollment after the school year begins, additional funding to add class sections to both bring class sizes down and increase access to certain course offerings that were full, and to account for staffing. Students requesting to return to their previously assigned schedule will be denied. Counselors are unable to adjust student schedules in this circumstance, unless approved by an administrator.

REPEATING COURSES

- a. A student may repeat Student Assistant for a maximum of 10 credits for graduation. Students receive variable credit based on attendance and participation. Refer to the Student Assistant Contract for the complete list of requirements. Students may only be enrolled in one period of student assisting at a time.
- b. Some courses in Career and Technical Education, Performing Arts, Physical Education, and special programs such as Yearbook, Leadership and Journalism may be repeated for credit with instructor’s approval.
- c. A student may wish to retake a course to improve their grade. In this case credits are not awarded again, and the new grade as well as the old grade will appear on the transcript. If the first grade is a D or F, only the better grade will be included in your GPA. If the original grade earned is a “C” or higher, the original grade will not be replaced.

CREDIT FOR PRIVATE INSTRUCTION

Credit for private instruction will be available in the area of Physical Education and Foreign Language. This credit must be approved in advance. Options are limited and must meet rigorous district guidelines.

Physical Education Private Instruction

- All students are required to complete a minimum twenty credits of Physical Education or its equivalent. Students who do not pass five of the six sections of the California Physical Fitness Exam must remain in Physical Education.
- Students must submit an application in advance to be eligible for Private Instruction P.E. Applications may be obtained from the Counseling Department.
- Students must reapply each semester.
- Students must be nationally ranked to receive credit for Private Instruction PE. A copy of the ranking must be submitted with application.
- Students must have at least five (5) hours per week of private instruction, and a demanding practice schedule which precludes him/her from attempting six (6) subjects at Woodbridge High School.
- Students will be able to earn P.E. credit through Private Instruction until the minimum P.E. graduation requirements (20 credits) are fulfilled.
- A grade of Pass is awarded on the transcript for Private Instruction PE.

Foreign Language Private Instruction

- Students attending an approved private foreign language school will be able to earn credits in multiples of five (5) but not to exceed ten (10) credits.
- Students must attend a pre-approved Private Instruction Foreign Language School (see IUSD web site.)
- Students must submit an application in advance to be eligible for Private Instruction Foreign Language. Applications may be obtained from the Counseling Department. Students must reapply each semester.
- Students must have at least five (5) hours per week of private instruction.
- A grade of Pass only is awarded on the transcript for credit for Private Instruction in a Foreign Language.
- Private instruction Foreign Language is not considered part of the WHS UC approved course list.

CREDIT FOR CONCURRENT INSTRUCTION

WHS students inquire about taking classes at a different high school, a community college, or on-line for a variety of reasons.

Coursework options fall into one of two categories:

1) Courses used to meet IUSD graduation requirements: These classes must be approved prior to enrollment in the course.

2) Courses used to meet college entrance requirements or courses for personal enrichment: Students are welcome to take coursework beyond WHS or IUSD to fulfill college entrance requirements or for personal enrichment. Classes completed to meet college entrance requirements or taken for personal enrichment will not be entered on the WHS transcript since they will not be applied toward high school graduation requirements. Registration documents for our local community colleges do require an administrator's signature.

4 year college applicants will enter applicable coursework and grades onto their college applications directly and/or submit dual transcripts (WHS and community college, independent study, or on-line program) during the college application process to verify both high school and community college, independent study, or on-line course completion.

COASTLINE REGIONAL OCCUPATIONAL PROGRAM (ROP)

ROP is a unique educational program designed to provide students with the opportunity to explore, discover or confirm their career interests. Choosing the right job, a college or career path can be a long and difficult endeavor. Education, experience and exposure can make this process easier. Early exposure, preparation and experimentation by taking classes specific to a career pathway are solid steps toward future success.

ROP classes are offered in each of the five career pathway areas: Arts and Communication, Business and Marketing, Health Sciences and Science and Technology. **Classes are held at various high school and business sites throughout Orange County.** Most classes are held outside of the WHS Bell schedule.

Classes with an (unpaid) internship earn 5 - 10 credits per semester, and classes without an internship or cooperative arrangement earn 5 credits per semester. ROP semesters run concurrent to the WHS calendar. Credits are shown on the transcript as elective units. Classes are open to students 16 years of age, and are juniors or seniors. Some ROP Classes are accepted for UC/CSU approval. For additional information, contact the ROP Career Specialist in the College and Career Center.

A SELECTION OF ROP CLASSES OFFERED

ARTS AND COMMUNICATIONS

- Art of Animation
- Broadcast News
- Computer Graphics*
- Entertainment Art
- Floral Design Internship
- Music Technology
- Theater Technology
- Video and Film Production*
- Video Game Design
- Visual Imagery
- Advanced Visual Imagery

BUSINESS AND MARKETING

- Banking/Financial Services
- Business Internship
- Computerized Accounting*
- Quickbooks
- Retail Sales/Merchandising Internship*

HEALTH SCIENCES

- Animal Health Care Internship
- Dental Assistant/Front Office
- Dental Assistant Internship
- Emergency Medical Responder
- Emergency Medical Technician (EMT)
- Medical Assistant Back Office Internship
- Medical Assistant Front Office Internship
- Medical Nursing Careers Internship
- Medical Terminology
- Medical Office Management & Billing
- Nursing Assistant Pre-certification (CNA) Internship
- Pharmacy Technician
- RDA Preparation
- Sports Medicine

PUBLIC SERVICES

- Administration of Justice
- Baking and Pastry Fundamentals
- Careers in Education
- Careers with Children Internship
- Careers with Children – Cooperative
- Crime Scene Investigation
- Culinary Arts Internship
- Fire Science 101
- Fire Technology
- Food Service – Cooperative
- Hotel and Tourism Internship

SCIENCE AND TECHNOLOGY

- Automotive Technology
- Automotive Technology Internship
- Construction Technology

A * indicates the course is offered on the WHS campus

NCAA

Many college sports are regulated by the National Collegiate Athletic Association (NCAA), an organization that has established rules on eligibility, recruiting, and financial aid. If students are applying to college and plan to participate in Division I or Division II sports, they must be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse will analyze academic information and determine if students meet the NCAA's initial eligibility requirements. Students wanting to participate in Division I or Division II sports should start the certification process by the end of their 11th grade year.

Contact the NCAA
The National Collegiate Athletic Association
700 W. Washington Street
P.O. Box 6222
Indianapolis, Indiana 46206-6222
Phone: 317/917-6222
Fax: 317/917-6888

For students and parents with eligibility questions:
NCAA Eligibility Center
www.eligibilitycenter.org

ACADEMIC STANDARDS

Division I eligibility

- All students entering college must have completed 16 core courses in high school.
- Students must earn a minimum required GPA in core courses and a combined SAT or ACT sum score that matches this GPA on a sliding scale, which can be found in the NCAA Eligibility Center Quick Reference Guide.
- 10 core courses must be completed prior to the seventh semester of high school.

Division II eligibility

- All students entering college must have completed 16 core courses in high school.
- Standards require a minimum GPA of 2.3 and a combined minimum SAT score of 920 or sum ACT score of 70.

NCAA core courses definition

- An academic course in one or a combination of these areas: English, mathematics, natural/physical science, social science, foreign language, comparative religion or philosophy.
- A four-year college preparatory course and a course at or above the high school's regular academic level, for example, an AP® class or outside college course.

Remedial courses, or those taught at a slower pace or that cover less content are not admissible. And not all classes that meet high school graduation requirements meet NCAA course work requirements. Help your students check your high school's list of approved core courses on the NCAA Eligibility Center High School Portal. Meeting NCAA admission requirements does not guarantee admission into college — it simply determines whether students may participate in athletics during their freshman year. Students must follow each member college's admission policies and apply directly to that college.

To access the NCAA Approved course lists for WHS, please use school code **#051274** and visit:
<https://web1.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool>

Division I:	Division II:
16 Core Courses	16 Core Courses
4 years of English	3 years of English
3 years of math (Algebra 1/ Math I or higher level)	2 years of math (Algebra 1/ Math I or higher level)
2 years of natural or physical science (including one year of lab science if offered)	2 years of natural or physical science (including one year of lab science if offered)
1 extra year of English, math, or science	3 extra years of English, math or science
2 years of social science	2 years of social science
4 years of additional core courses (from any category above, or in foreign language, non doctrinal religion or philosophy)	4 years of additional core courses (from any category above, or in foreign language, non doctrinal religion or philosophy)

GRADING PROCEDURES

GRADING OPTIONS

The following represents the grading options for courses offered at Woodbridge High School.

Option 1: A, B, C, D, F
Business, English, Fine Arts, Foreign Language, Health Education, Mathematics, Science, Social Science, Technical Education, Resource Program, & Special Day Program.

Option 2: Pass ("P")/Fail ("F")
Student Assistant, Physical Education, Credit for Private Instruction, Work/Community Experience, Study Skills.

Exception: An "A" grade may be issued for exceptional performance in Physical Education and Athletics.

REPORTING PERIODS

Progress Grade Reports are issued at the end of the fifth week of each nine-week period.

Quarter Grade Reports are issued at the end of the ninth and twenty-seventh weeks of school. These grade reports carry unit credit only in the case of quarter classes; e.g., Physical Education, student assistant.

Semester Grade Reports are assigned twice a year: at the end of the nineteenth and thirty-eighth weeks of school. These grades are recorded on the official transcript/permanent record. An unofficial copy of your student's transcript is available on the Parent Portal at www.myiusd.org.

INCOMPLETE GRADES ("I")

A grade of Incomplete is assigned when work has not been completed due to extensive illness or the transfer grade from another school has not been received.

The student must complete the course work to remove the grade of Incomplete during the following nine-week period.

IF THE COURSE WORK IS NOT COMPLETED DURING THE NINE-WEEK PERIOD AFTER WHICH IT IS ASSIGNED, THE TEMPORARY GRADE ISSUED WITH THE INCOMPLETE WILL BE RECORDED AS THE PERMANENT GRADE. Teachers assigning an "I" must also assign a grade as if no other work is completed. This is the temporary grade.

HONOR POINTS

Woodbridge High School will award an honor point bonus for approved courses. See the list provided in the course catalog to see the courses that are awarded an honor bonus point. The University of California, the California State University, and many other colleges and universities will accept honor points in computing a student's G.P.A. for designated Honors and Advanced Placement classes with a grade of "C" or higher.

HONORS AT GRADUATION

- a. Woodbridge High School: Honors at graduation are computed on the basis of the first seven (7) semesters of high school course work. Students who rank in the top 2% of the Senior Class receive an Honors stole at graduation. Students in the top 10% of the Senior Class receive an Honors braid at graduation.
- b. California Scholarship Federation: CSF is an academic honor society designed to promote excellence in scholarship, service, and citizenship. CSF Life Members receive Honors at Graduation. Life Members have achieved at least four semesters of membership, with one semester in grade 12. All 10th, 11th and 12th grade students who meet the academic requirements may apply for membership. Application must be made each semester.

COMMUNITY SERVICE COMMENDATION

The benefits of a community service experience for high school students are well-known and include not only significant contributions to the community, but personal growth rewards that cannot be achieved in other ways. Irvine Unified high schools will recognize students who voluntarily engage in at least 25 hours of community service in any given year prior to graduation. Recognition is given as an entry on the student transcript for each year of service completed. Students must complete required paperwork and turn it in to the Counseling Office to receive a transcript entry. The paperwork must be completed in full and turned in no later than May 31 to receive community service recognition for that school year.

BLENDED LEARNING

What is blended learning?

Blended learning is a voluntary option offered on a limited basis for high school students within IUSD. Students complete most of their course work online, and attend one in-person meeting per week for discussions, activities, and test proctoring.

Mandatory, in-person meetings will be held at the Creekside Education Center or one of IUSD's other schools on a given day each week. Additionally, there will be a web conference once per week. The days and times of web conference will be determined by the instructor.

How do I know if blended learning is right for me?

Speak to your counselor, and parents or guardians to determine if blended learning is an option for you. If you are interested in taking a blended learning course, you will need a referral from your counselor. Students and parents in the blended learning program must agree to the expectations of the blended learning option, which include attendance and progress requirements. In general, successful students in a blended learning program are self-motivated and have excellent time management skills. They communicate with their instructors frequently, and attend in-person meetings as scheduled.

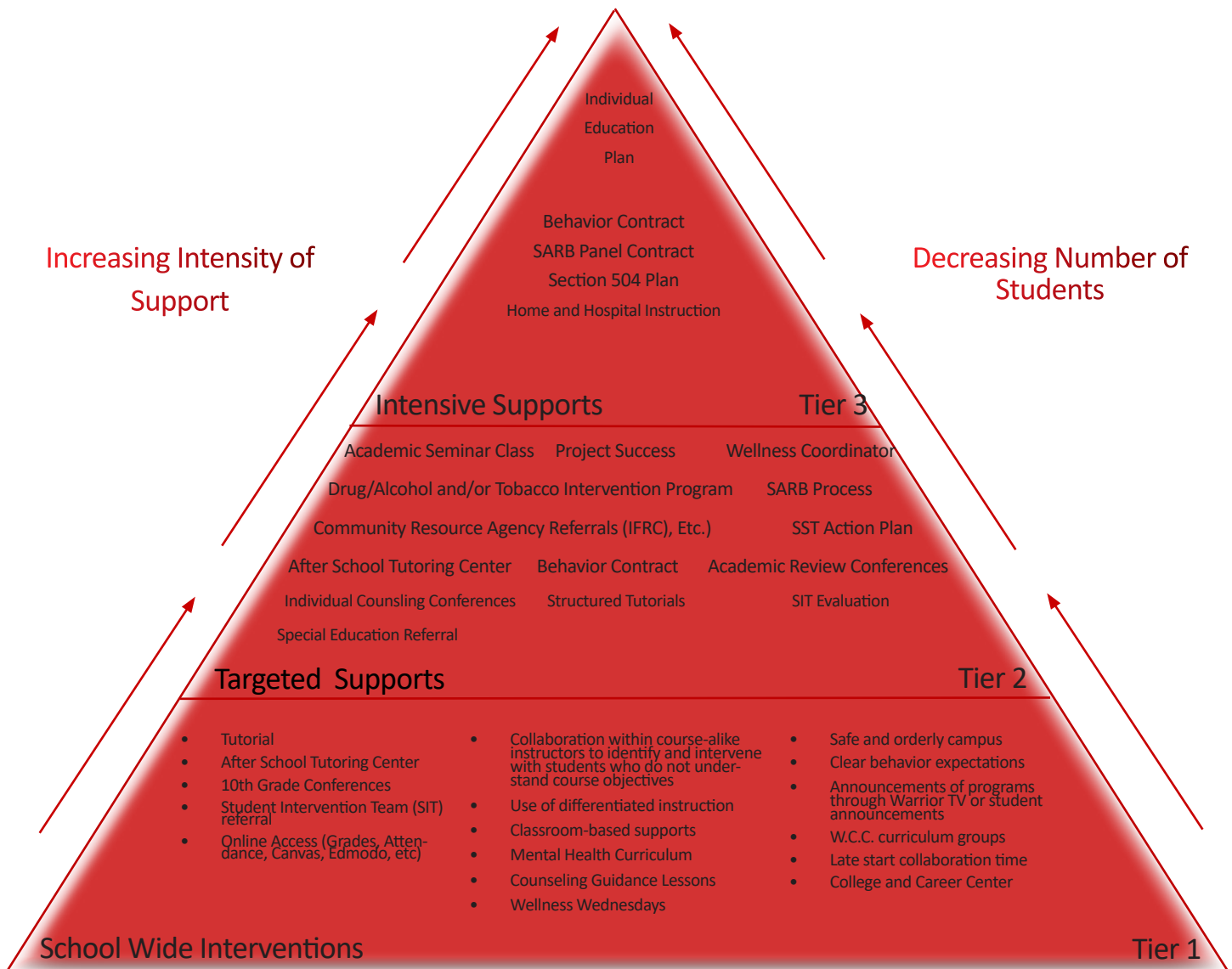
How do I enroll in a blended learning course through IUSD?

Meet with your counselor to discuss if blended learning is right for you. Your counselor will submit a referral for enrollment during your regular registration process. San Joaquin High School will process the registration and notify your counselors and parents or guardian if you have been enrolled in the program.

I need more information about online programs. Who can I contact?

For more information, please contact your counselor.

Mult-Tiered Systems of Support (MTSS)



Woodbridge High School's Multi-Tiered Systems of Support (MTSS)

Woodbridge High School's Multi-Tiered Systems of Support (MTSS) program is timely, targeted and regularly evaluated for effectiveness. A focus on student learning, differentiated instruction and content specific supports have made most supports available to students during their regular school day. As students are placed into more specific support programs they are regularly measured for their response to that support. Only when a student has shown a failure to respond to a support do they move to a more intense support at the next level in the pyramid. This approach has shown to be highly effective in supporting both student learning and their social-emotional needs.

TIER 1: All students participate in general education learning and therefore would have regular access to these supports.

TIER 2: Targeted students participate in learning that is in addition to Tier 1 and different by including a formalized process of supports and greater frequency in monitoring.

TIER 3: Targeted students participate in learning that differs from Tier 2 by deeming it mandatory, meeting more frequently and/or for a longer period of time, more tailored to individual student needs with specially designed instruction.

Media Center Policies and Procedures

WHS MEDIA CENTER

The Woodbridge High School Media Center is located in the heart of the school, next to the central quad and behind the Administration building. Our mission is to empower students with 21st century skills so that they may be effective users, producers, and communicators of ideas and information. The Library also provides resources in a variety of formats to meet the instructional and recreational needs of our students. Currently, the collection includes the following:

- 8,000+ books
- Current and back issues of popular magazine titles
- 90+ computers with internet access
- Online library catalog
- Access to information databases and online path finders

The Media Center is open throughout the school day Mon-Thurs 7:30 a.m. to 5:15 p.m. and 7:30 a.m. to 3:45p.m. on Fridays, including snack and lunch. A computerized circulation system for books provides a speedy, accurate, and efficient check-out service. Students may check out the books they need for classes or their personal use.

In addition, students can obtain assistance outside of school hours by accessing our virtual library website at <http://woodbridgemediacenter.com/>. The website contains links to our library catalog, databases, research assistance information, and many other resources.

Research assignments and school projects are planned jointly by the librarian and classroom teacher. Students are encouraged to utilize the resources of the Woodbridge High School Media Center to complete school assignments and pursue personal interests.

Technology Responsible Use Agreement

In order for students to utilize school computers, students and parents must sign the Responsible Use Policy each year. This will allow students to use the computers and have access to the Internet. Our computers are used for assignments and research, and students must access appropriate sites for school and information searches. Ethical use of materials including proper use of Internet materials and adherence to copyright laws are very important to us. We stress the proper use of all materials and guard the intellectual works of authors.

TEXTBOOK POLICIES

All efforts are made to keep our books in reasonable condition and many parents help us repair and clean books. In an effort to keep our books ready for use, please note the following items:

Problems:

Students need to report any and all problems with their books within 2 weeks of checking out the materials. After 2 weeks, the student will be responsible for any damage.

Check out and Return:

Textbooks are checked out with a valid WHS ID card. Students will be issued books only for those classes in which they are enrolled. Books must be returned at the conclusion of a class or sooner if the class was dropped.

Damage:

Students are responsible for returning their books in good, usable condition with the barcode attached. Proper care of textbooks, including covering them, can prevent damage to the binding, pages, and covers. Students are not permitted to write in their textbooks. Water damage can be particularly harmful, especially during rainy weather. Students with outside lockers should not leave their books inside their lockers when it rains. Wind can sometimes cause rain to flow into the locker openings.

Charges:

Charges for repair are assessed when books are abused, water damaged, when the binding is damaged, a barcode has been destroyed, if pages are torn out, or when there is damage due to ink or highlighting, etc. Books that are returned with stains, mildew, or severe damage will be identified as total losses and the full price of the book will be fined. Textbooks returned after the end of second semester (during summer) will be marked as lost; students will then be responsible to pay ensuing fines.

Refunds:

A partial refund is issued for books lost and paid for **within a year** when returned in good, usable condition before student graduation.

Printing Policies:

In order to reduce waste and improve efficiency of printing, the Media Center will use these procedures. Print jobs will be available for pick up on a delayed schedule. Jobs will not be available for immediate pick up. All jobs that are printed are typically ready for pick up by the next **passing period and could be earlier. Jobs will be available to be picked up in the media center and held for 7 days. After 7 days, any unclaimed documents will be recycled.**