Woodbridge High School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	Woodbridge High School
Street	2 Meadowbrook
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-7800
Principal	Linzi Gorzycki
Email Address	linzigorzycki@iusd.org
School Website	https://woodbridgehigh.iusd.org/
Grade Span	9-12
County-District-School (CDS) Code	30-73650-3030285

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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 school's history, there have been five principals, the current principal started this school year 2024-2025, all of whom previously served on the staff before stepping into the principal role. 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 high-performing, a hallmark of Woodbridge is how it has

2024-25 School Description and Mission Statement

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,s and the arts. There is a strong sense of pride and spirit among staff and students, evident in their active participation in co-curricular activities and attendance at events.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	525
Grade 10	565
Grade 11	549
Grade 12	585
Total Enrollment	2,224

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	50.9
American Indian or Alaska Native	0.3
Asian	35.3
Black or African American	2.4
Filipino	2.6
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	10.5
White	33.8
English Learners	7.3
Homeless	0.5
Socioeconomically Disadvantaged	25
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.10	79.85	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.30	9.19	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	1.52	39.10	2.85	12115.80	4.41
Unknown/Incomplete/NA	7.50	9.41	51.70	3.77	18854.30	6.86
Total Teaching Positions	80.30	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.50	83.73	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.54	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	5.03	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.33	11.40	0.79	11953.10	4.28
Unknown/Incomplete/NA	10.40	10.36	83.80	5.82	15831.90	5.67
Total Teaching Positions	101.00	100.00	1441.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.00	86.01	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.14	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	1.64	13.00	0.94	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	2.00	18.80	1.36	11746.90	4.23
Unknown/Incomplete/NA	9.60	10.34	86.20	6.22	14303.80	5.15
Total Teaching Positions	93.10	100.00	1384.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	7.30	5.00	1.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.30	5.00	1.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0.00	0.6
Local Assignment Options	0.40	0.30	1.1
Total Out-of-Field Teachers	1.20	0.30	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.50	7	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.80	1	1.5

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

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

Year and month in which the data were collected	October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials purchased are board approved.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2024. All core textbooks and instructional materials purchased are board approved.	Yes	0%

Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials purchased are board approved.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The Woodbridge High School campus is located on twenty-two acres, nearly half of the acreage of any other high school in the Irvine Unified School district, yet it has the largest enrollment. The school is comprised of fourteen two-story buildings. Special facilities include science labs, computer labs, a Media Center, a Counseling Center, and a theater. Our physical education and athletic complex includes three gymnasiums, a weight room, a fitness center, tennis courts, a track and field, and an Aquatics Center. These on-campus facilities are augmented by the IUSD Stadium at University High School which is used for football, soccer, and track events. The City of Irvine joint-use agreements expand facility use to include soccer and lacrosse fields at Mark Daly Park, the baseball complex at Windrow Park, and the softball complex at Bill Barber Park.

A 2016 bond titled "Measure E" was passed to allow all students access to modern learning environments and in turn support Irvine Unified School District's high academic standards. The bond will provide $319 million for facilities improvements at 28 of the district's aging schools, including Woodbridge High School. Construction is anticipated over the next 15 years, with funding currently planned to be issued in 4 series over 12 years. Woodbridge High School has already benefited from the passing of Measure E and was able to open new facilities in the Fall of 2020 thanks to this funding. During Series 1 of construction, Woodbridge High School received a new Performing Arts Center and a new synthetic Track and Field. During Series 2 of construction Woodbridge will modernize multiple buildings on campus over 25 years of age. These include the K, J, and part of the E buildings.

Year and month of the most recent FIT report	11/3/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			COACH OFC: 4. WATER STAIN CEILING TILE E201: 4. WATER STAIN CEILING TILES IN HALLWAY J 114: 4. CEILING TILES IS LOOSE L 105: 4. WATER STAIN CEILING TILES L 106: 4. WATER STAIN CEILING TILES P S 2: 4. WATER STAIN CEILING TILES P S 3: 4. WATER STAIN CEILING TILE 14. TRIP HAZARD ON ASPHALT NEAR RAMP ENTRY P S 4: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING 14. TRIP HAZARD ON WALKWAY AT FIRE ALARM COVER P S 7: 4. WALLPAPER IS TORN

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			2ND FLR K208: 7. ELECTRICAL CORDS ARE DAISY CHAINED/ CREATING A TRIP HAZARD F202/ COMP LAB: 7. ELECTRICAL COVER IS MISSING AT OFFICE ENTRY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			K210: 7. ELECTRICAL CORDS ARE DAISY CHAINED
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P S 4: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING 14. TRIP HAZARD ON WALKWAY AT FIRE ALARM COVER
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			H201: 15. DOOR SLAMS SHUT P S 3: 4. WATER STAIN CEILING TILE 14. TRIP HAZARD ON ASPHALT NEAR RAMP ENTRY P S 4: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING 14. TRIP HAZARD ON WALKWAY AT FIRE ALARM COVER P S 5: 15. DOOR DOES NOT CLOSE PROPERLY

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	85	66	75	73	46	47
Mathematics (grades 3-8 and 11)	63	50	69	69	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	518	96.10	3.90	66.41
Female	263	252	95.82	4.18	73.41
Male	275	265	96.36	3.64	59.62
American Indian or Alaska Native	--	--	--	--	--
Asian	193	186	96.37	3.63	75.27
Black or African American	15	14	93.33	6.67	28.57
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	82	77	93.90	6.10	48.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	52	100.00	0.00	71.15
White	175	167	95.43	4.57	67.66
English Learners	25	23	92.00	8.00	8.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	147	96.08	3.92	47.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	39	86.67	13.33	20.51

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	516	95.73	4.27	50.39
Female	263	253	96.20	3.80	51.78
Male	275	262	95.27	4.73	49.24
American Indian or Alaska Native	--	--	--	--	--
Asian	193	186	96.37	3.63	67.74
Black or African American	15	14	93.33	6.67	14.29
Filipino	16	16	100.00	0.00	12.50
Hispanic or Latino	82	77	93.90	6.10	22.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	52.94
White	175	166	94.86	5.14	50.60
English Learners	25	25	100.00	0.00	24.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	145	94.77	5.23	32.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	35	77.78	22.22	11.43

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	58.15	61.03	64.04	61.99	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1126	1096	97.34	2.66	60.68
Female	579	562	97.06	2.94	62.63
Male	545	532	97.61	2.39	58.65
American Indian or Alaska Native	--	--	--	--	--
Asian	402	394	98.01	1.99	72.34
Black or African American	29	28	96.55	3.45	39.29
Filipino	35	35	100.00	0.00	71.43
Hispanic or Latino	154	148	96.10	3.90	32.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	112	112	100.00	0.00	65.18
White	386	371	96.11	3.89	59.57
English Learners	50	50	100.00	0.00	6.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	307	299	97.39	2.61	47.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	67	82.72	17.28	19.40

2023-24 Career Technical Education Programs

The Career Technical Education (CTE) program at Irvine Unified provides students with opportunities to explore high-demand career industry sectors. These courses align with California's CTE Model Curriculum Standards and Career Readiness Standards. The CTE program integrates with the academic curriculum, with many courses approved as UC a-g college preparatory classes, meeting requirements for admission to the University of California and California State University systems.

IUSD CTE Courses Offered at Woodbridge High School
- Digital Media Arts
- Computer Graphics
- Advanced Computer Graphics
- Video Production
- Art & Television Production
- Technical Theatre
- Advanced Technical Theatre
- Computer Programming
- AP Computer Science
- Computer Science Data
- AP Computer Science Principles
- Design Lab
- Animatronics

2023-24 Career Technical Education Programs

- Design Model Making / Prototyping

Partnership with Coastline ROP
Through a partnership with Coastline Regional Occupational Program (ROP), Woodbridge High School students have access to a broader range of career exploration courses across multiple industry sectors for in-person instruction. Many of these courses articulate with regional community colleges, often culminating in industry-recognized certifications.

Professional Development and Industry Collaboration
The district partners with several regional organizations, including OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, and the Orange County Business Council. Teachers benefit from professional development and networking with business and industry professionals, who also serve as guest speakers, mentors, and advisors. Members of the business community actively participate in the Career Technical Education Advisory Committee, providing insights that help shape the program.

Guidance and Counseling Support
The CTE program features a robust guidance and counseling component. Students receive individualized support through student-counselor meetings, group guidance lessons, career interest surveys, and comprehensive preparation for both college and career paths. Woodbridge High School students have access to an IUSD College and Career Technician and a Coastline ROP Career Specialist, who collaborate with counselors to deliver college and career readiness activities.

College Preparation
Woodbridge High School offers a wide range of opportunities for students to prepare for their future. Throughout the year, students have opportunities to visit various colleges, providing firsthand exposure to different academic environments and exploring potential paths. Weekly outreach visits by Irvine Valley College (IVC) counselors provide direct access to guidance on community college options.

Career Exploration
The school also hosts regular Industry Speakers events, featuring professionals from various fields who share their insights and experiences, helping students connect their academic pursuits with real-world applications. Specialty College Fairs provide opportunities to meet with representatives from specific colleges, particularly those in high demand or of particular interest to students. Youth Employment Service Workshops empower students with job search strategies and interview skills, preparing them for the transition into the workforce.

Financial Literacy
Woodbridge High School offers workshops such as FAFSA sessions to assist students and families with the financial aid application process. A weekly newsletter keeps students informed about upcoming workshops, events, and college visits, ensuring they are aware of the many opportunities available to them. Spring IVC check-ins provide personalized guidance and support to students as they prepare for their next steps after high school. Classroom presentations, outreach to students on campus, and workshops throughout the fall, including UC applications, college list creation, and CSU and community college overviews, further enhance the school's commitment to college and career readiness.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	860
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	31.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.24
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	76.54

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	56.90%	52.93%	58.03%	57.28%	53.12%

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

2024-25 Opportunities for Parental Involvement

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 2024-2025 school year, WHS expanded its program to support English learners to range from Level 1 to Level 3 students and have expanded our communication to families with software, devices and a new communication platform called ParentSquare where families can quickly translate all messaging from the school in families' preferred language.

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. Booster organizations support our athletics, vocal music, and instrumental music programs through local and schoolwide fundraising efforts.

The Irvine Public Schools Foundation (IPSF) is a district-wide organization that supports a variety of initiatives in IUSD.

2024-25 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.5	3.2	1.7	2.7	2.9	2.0	7.8	8.2	8.9
Graduation Rate	95.1	93.7	95.8	94.6	94.5	95.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	592	567	95.8
Female	317	305	96.2
Male	274	261	95.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	211	204	96.7
Black or African American	16	13	81.3
Filipino	20	19	95.0
Hispanic or Latino	69	65	94.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	57	56	98.2
White	216	207	95.8
English Learners	64	61	95.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	185	172	93.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	45	30	66.7

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2282	2265	226	10.0
Female	1111	1103	124	11.2
Male	1165	1156	100	8.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	800	796	41	5.2
Black or African American	58	56	6	10.7
Filipino	59	59	3	5.1
Hispanic or Latino	330	328	56	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	238	237	16	6.8
White	773	765	99	12.9
English Learners	181	179	25	14.0
Foster Youth	--	--	--	--
Homeless	14	13	2	15.4
Socioeconomically Disadvantaged	630	625	95	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	205	202	36	17.8

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.16	0.61	0.53	0.86	1.04	0.93	3.17	3.60	3.28
Expulsions	0.04	0.04	0.04	0.03	0.04	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53	0.04
Female	0.18	0.00
Male	0.86	0.09
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.50	0.13
Black or African American	1.72	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.42	0.00
White	0.26	0.00
English Learners	1.66	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.43	0.16
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.44	0.00

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

2024-25 School Safety Plan

Woodbridge High School has developed a comprehensive safety plan to ensure a safe learning environment for all students. The plan was reviewed with faculty and staff during two professional development days early in the year. School Site Council approved the plan on October 2, 2024. Key elements of this plan include information on annual drills and review of procedures for evacuation; school data on suspensions and expulsions, staff, monitoring systems, and student discipline expectations.

WHS suspended students for twenty-two incidents in 2023 - 2024 and had two expulsions. WHS utilizes an MTSS and PBIS to establish and affirm norms and behaviors before disciplinary incidents. WHS regularly reflects on the progressive discipline process while examining the implementation of PBIS activities, our MTSS model, and a variety of interventions to support student learning and behavior. The school discipline policy and expectations for student behavior are updated annually and published in the student planner and the course of study. WHS has three full-time CCAs, one part-time CCA, and a full-time School Resource Officer employed by the Irvine Police Department. WHS also has an extensive camera system to monitor student behavior in common areas and hallways. This system is under continuous enhancement and refurbishment by the district.

Campus safety is a priority at Woodbridge High School and all aspects of our safety plan are regularly monitored and adjusted based on need.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	30	79	
Mathematics	22	36	66	
Science	24	33	62	
Social Science	24	30	68	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	33	77	1
Mathematics	24	26	70	
Science	27	19	71	
Social Science	27	17	70	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	42	59	9
Mathematics	26	16	63	4
Science	27	18	63	2
Social Science	27	14	63	1

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	383.45

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1.2

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,709	$354	$7,354	$102,070
District	N/A	N/A	6,746	$97,544
Percent Difference - School Site and District	N/A	N/A	8.6	4.5
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-37.7	7.6

Fiscal Year 2023-24 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and

Fiscal Year 2023-24 Types of Services Funded

support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All school identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,160	$56,573
Mid-Range Teacher Salary	$100,301	$87,186
Highest Teacher Salary	$129,651	$119,665
Average Principal Salary (Elementary)	$165,053	$148,486
Average Principal Salary (Middle)	$171,613	$154,835
Average Principal Salary (High)	$196,955	$170,008
Superintendent Salary	$376,853	$338,699
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	53.8

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	15
Fine and Performing Arts	6
Foreign Language	3
Mathematics	14
Science	25
Social Science	34
Total AP Courses Offered Where there are student course enrollments of at least one student.	97

Professional Development

Staff development occurs through 3 district professional development days and 12 additional hours of contractual staff development, occuring on 10 different late start schedules that varied from one to two hours depending on the professional development training.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement		14	13