

Woodbridge High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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

2025-26 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Cassie Parham
Email Address	cassieparham@iusd.org
District Website	www.iusd.org

2025-26 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 is in her second year as principal, 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 neighborhoods. Although high-performing, a hallmark of Woodbridge is how it has consistently championed a balanced and well-rounded experience for its students. Efforts have been made to allow all students to engage in a program

2025-26 School Description and Mission Statement

that encompasses academics, athletics, co-curricular, 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	585
Grade 10	544
Grade 11	563
Grade 12	540
Total Enrollment	2,232

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.6
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	36.2
Black or African American	2.4
Filipino	2.4
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.5
Two or More Races	10.4
White	33.1
English Learners	7.6
Foster Youth	0.2
Socioeconomically Disadvantaged	24.5
Students with Disabilities	8.7

A. Conditions of Learning

State Priority: Basic

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

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

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)	84.5	83.73	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0.5	0.54	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5	5.03	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	0.33	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	10.4	10.36	83.8	5.82	15831.9	5.67
Total Teaching Positions	101	100	1441.5	100	279044.8	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.

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	86.01	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	1.64	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	2	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	9.6	10.34	86.2	6.22	14303.8	5.15
Total Teaching Positions	93.1	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	72.8	83.18	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	3.23	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.5	6.31	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	6.3	7.26	56.9	4.05	13705.8	4.91
Total Teaching Positions	87.6	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	5.00	1.5	2.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.00	1.5	2.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.6	0
Local Assignment Options	0.30	1.1	5.5
Total Out-of-Field Teachers	0.30	1.8	5.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7	4.3	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)	1	1.5	3.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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, 2025. All core textbooks and instructional materials purchased are board approved.	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	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.	0%
Science Laboratory Equipment (grades 9-12)	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.	0%

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

School Facility Conditions and Planned Improvements

Woodbridge High School is committed to continuous improvement of its facilities, despite being the smallest campus geographically, with the largest enrollment in the district. A significant portion of this modernization is being funded by the 2016 Measure E bond, which provides \$319 million for facilities upgrades across the Irvine Unified School District. WHS has already benefited from this bond through the Series 1 construction, which delivered a new Performing Arts Center and a new synthetic Track and Field in the Fall of 2020. In addition to the long-term bond plan, the school is planning immediate campus enhancements, including the installation of field lights on the existing turf field. This addition will allow the school community to utilize the field for longer periods, particularly after sunset, maximizing the use of the athletic facilities, which currently include three gymnasiums, a weight room, a fitness center, tennis courts, and an Aquatics Center.

Looking ahead, WHS is gearing up for the next phase of modernization under the Measure E bond, focusing on upgrading multiple aging structures across the campus. The most substantial planned work includes the modernization of Buildings J and K, which is currently set to begin in the Fall of the 2026-2027 school year. These specific projects fall under Series 2 of the bond construction, which is designed to modernize buildings over 25 years old. This effort will ensure students have access to modern learning environments that fully support IUSD's high academic standards, enhancing the school's existing special facilities such as science labs, computer labs, the Media Center, and the Counseling Center. These improvements, alongside the continued leveraging of IUSD and City of Irvine joint-use agreements, solidify the school's commitment to providing excellent learning and athletic spaces for its large student body.

Year and month of the most recent FIT report

10/25/2025

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 11. PAINT IS CHIPPING ON INTERIOR OF DOOR L 106: 4. WATER STAIN CEILING TILES P S 4: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING BY ENTRY 12. DRY ROT ON SKIRTING P S 7: 4. WALLPAPER IS TORN

School Facility Conditions and Planned Improvements				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			A102: 7. LIGHT DIFFUSER IS LOOSE A103: 7. LIGHT DIFFUSER IS BROKEN P S 4: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING BY ENTRY 12. DRY ROT ON SKIRTING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			A106: 11. PLUG IN AIR FRESHENER IN USE L 103: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR L 105: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR P S 3: 10. ONE EMERGENCY EXIT LIGHT IS NOT WORKING 14. TRIP HAZARD ON ASPHALT NEAR RAMP ENTRY 15. DOOR DOES NOT CLOSE PROPERLY
Structural: Structural Damage, Roofs	X			P S 4: 4. WATER STAIN CEILING TILES 7. ELECTRICAL COVER IS MISSING BY ENTRY 12. DRY ROT ON SKIRTING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			H201: 15. DOOR SLAMS SHUT P S 3: 10. ONE EMERGENCY EXIT LIGHT IS NOT WORKING 14. TRIP HAZARD ON ASPHALT NEAR RAMP ENTRY 15. DOOR DOES NOT CLOSE PROPERLY P S 5: 15. DOOR DOES NOT CLOSE PROPERLY/ CATCHES ON RAMP

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						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.</p>						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	76	73	74	47	48
Mathematics (grades 3-8 and 11)	50	60	69	70	35	37

2024-25 CAASPP Test Results in ELA by Student Group
<p>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.</p> <p>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</p>

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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	560	551	98.39	1.61	76.18
Female	261	260	99.62	0.38	77.22
Male	298	290	97.32	2.68	75.17
American Indian or Alaska Native	--	--	--	--	--
Asian	210	207	98.57	1.43	83.09
Black or African American	14	14	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	78	77	98.72	1.28	71.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	72	98.63	1.37	76.39
White	175	171	97.71	2.29	71.76
English Learners	40	33	82.50	17.50	18.18
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	139	134	96.40	3.60	66.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	20.00

2024-25 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	560	553	98.75	1.25	59.67
Female	261	261	100.00	0.00	55.17
Male	298	291	97.65	2.35	63.57
American Indian or Alaska Native	--	--	--	--	--
Asian	210	209	99.52	0.48	79.90
Black or African American	14	14	100.00	0.00	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	78	77	98.72	1.28	37.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	71	97.26	2.74	57.75
White	175	172	98.29	1.71	48.26
English Learners	40	37	92.50	7.50	35.14
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	139	133	95.68	4.32	48.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	39	92.86	7.14	7.69

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	61.03	62.65	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1116	1092	97.85	2.15	59.16
Female	532	523	98.31	1.69	61.76
Male	582	567	97.42	2.58	56.79
American Indian or Alaska Native	--	--	--	--	--
Asian	407	404	99.26	0.74	68.81
Black or African American	30	28	93.33	6.67	32.14
Filipino	24	24	100.00	0.00	58.33
Hispanic or Latino	164	157	95.73	4.27	38.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	126	124	98.41	1.59	62.90
White	356	346	97.19	2.81	58.67
English Learners	66	64	96.97	3.03	10.94
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	302	285	94.37	5.63	43.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	75	89.29	10.71	16.00

2024-25 Career Technical Education Programs

Career Technical Education (CTE) Program (2024-25 School Year)
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

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

2024-25 Career Technical Education Programs

AP Computer Science Principles
Design Lab
Animatronics
Design Model Making / Prototyping
Digital Media
Computer Graphics
Brand Product Development
Tech Theater
Intermediate Tech Theater
Advanced Tech Theater
Computer Programing
AP Comp Sci Principals
Computer Science Data
Computer Science AP A
Design Lab
Animatronics

Coastline ROP CTE Courses Offered at Woodbridge High School:

Digital Media Art
Art of TV and Video
Advances Video Production

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

2024-25 Career Technical Education Programs
<p>overviews, further enhance the school's commitment to college and career readiness.</p>

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	919
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	19.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50.8

2024-25 Course Enrollment/Completion	
<p>This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.</p>	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.24
Graduates Who Completed All Courses Required for UC/CSU Admission	71.48

B. Pupil Outcomes	<p>State Priority: Other Pupil Outcomes</p> <p>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.</p>
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2024-25 California Physical Fitness Test Participation Rates					
<p>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.</p>					
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	96.42%	95.73%	93.52%	96.93%	97.10%

C. Engagement	<p>State Priority: Parental Involvement</p> <p>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.</p>
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2025-26 Opportunities for Parental Involvement

Parents are a vital component of the Woodbridge High School community, with numerous avenues for involvement that directly impact student success. Parents can actively participate through various organizations, including the Parent Teacher Student Association (PTSA), the School Site Council (SSC), the English Learner Advisory Committee (ELAC), as well as the Athletic Booster Club, the Visual and Performing Arts Booster Clubs, and the Grad-Night Committee. The PTSA, in particular, offers significant support by funding teacher mini-grants, the Honored Warrior award program, student academic clubs, and cultural parent groups (Korean, Japanese, Chinese, Persian, and Indian), which serve as community liaisons. Furthermore, parents can volunteer their time on committees, demonstrating their commitment of time, money, and expertise toward achieving schoolwide goals.

To ensure parents are well-informed of school happenings, WHS has implemented several strategies to enhance communication, particularly for its diverse families. The school utilizes the ParentSquare communication platform, which allows families to quickly translate all messaging into their preferred language. Additionally, communication regarding student attendance has been increased to cover both absences and tardies starting in the 2025-2026 school year, keeping parents fully apprised of their student's punctuality and presence. Beyond direct school involvement, WHS benefits from the Irvine Public Schools Foundation (IPSF), a district-wide organization that provides substantial annual funding for teachers, mental health and academic counseling, athletic trainers, and various student programs, further underscoring the strong community support that keeps parents informed and the school thriving.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.2	1.7	3.1	2.9	2	2.3	8.2	8.9	8
Graduation Rate	93.7	95.8	94.4	94.5	95.5	95.2	86.2	86.4	87.5

2024-25 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	550	519	94.4
Female	267	261	97.8
Male	282	257	91.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	200	192	96.0
Black or African American	15	13	86.7
Filipino	16	16	100.0
Hispanic or Latino	78	72	92.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	51	48	94.1
White	183	171	93.4
English Learners	69	59	85.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	192	175	91.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	50	35	70.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2304	2275	247	10.9
Female	1078	1069	123	11.5
Male	1222	1202	122	10.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	835	826	42	5.1
Black or African American	57	55	15	27.3
Filipino	53	53	1	1.9
Hispanic or Latino	337	333	57	17.1
Native Hawaiian or Pacific Islander	11	11	1	9.1
Two or More Races	235	234	21	9.0
White	763	751	107	14.2
English Learners	187	182	23	12.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	654	643	112	17.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	204	200	36	18.0

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.61	0.53	0.26	1.04	0.93	0.92	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.04	0.04	0	0.04	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.26	0.00
Female	0.09	0.00
Male	0.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.12	0.00
Black or African American	1.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.43	0.00
White	0.39	0.00
English Learners	0.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.98	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.

2025-26 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 10, 2025. 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 six incidents in 2024 - 2025 and had one expulsion. This is fewer suspensions than occurred in the previous school year. 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 such as the Brief Intervention and JADE program 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.

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	0
Science	27	19	71	0
Social Science	27	17	70	0

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	71	51	7
Mathematics	25	30	52	12
Science	29	17	53	11
Social Science	28	16	55	11

2024-25 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	463.33

2024-25 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)	4.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,281	\$501	\$7,780	\$108,635
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	8.6	10.8
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-32.2	13.8

Fiscal Year 2024-25 Types of Services Funded

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

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

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

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk 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 schools 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.

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,726	\$60,863
Mid-Range Teacher Salary	\$106,670	\$93,575
Highest Teacher Salary	\$137,884	\$125,548
Average Principal Salary (Elementary)	\$174,086	\$157,645
Average Principal Salary (Middle)	\$184,591	\$165,341
Average Principal Salary (High)	\$210,425	\$182,580
Superintendent Salary	\$421,400	\$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	54.5
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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	13
Fine and Performing Arts	5
Foreign Language	4
Mathematics	14
Science	22
Social Science	33
Total AP Courses Offered Where there are student course enrollments of at least one student.	91

Professional Development

Staff development occurs through 3 district professional development days and 12 additional hours of contractual staff development, occurring 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	14	13	13