

Northwood High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

| | |
|--|------------------------|
| School Name | Northwood High School |
| Street | 4515 Portola Parkway |
| City, State, Zip | Irvine, CA 92620 |
| Phone Number | (949) 936-7200 |
| Principal | Leslie Roach |
| Email Address | leslieroach@iusd.org |
| School Website | northwoodhigh.iusd.org |
| County-District-School (CDS) Code | 30-73650-3030657 |

2021-22 District Contact Information

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

2021-22 School Overview

Northwood High School, a fully accredited secondary education institution, rests in the hills adjacent to the Northwood community of North Irvine. The vision for NHS embraces a collaborative model in which teachers dissolve the boundaries that traditionally separate classrooms and disciplines and work together to write and refine curriculum. Our school currently serves approximately 2200 students ranging from grades nine through twelve. Students are enrolled in advanced placement, honors level, college preparatory and non-college preparatory course work. We also provide different special education programs for our identified special education students. These programs include a full inclusion model that assists special education students within regular education classrooms, special day classes designed for students with disabilities requiring support beyond the regular education classroom, a separate program for developmentally disabled students, and a speech and language program. The physical structure of our school supports a spirit of collaboration. Every four classrooms are joined together by an adjacent student workroom. Our student workrooms or “pods” allow teachers and students from different disciplines to open the doors of their classrooms and interact. We also built the following features into our program to personalize the nature of student to teacher and teacher to teacher interactions.

Advisement—We believe students receive greater individual attention and security within smaller learning communities; therefore, our teacher advisement program ensures that each Northwood High School student remains with one adviser, and one group of students, for the duration of their four years at Northwood High School. Students meet in their advisement four days a week, and during this time, students receive important information regarding campus events, discuss school-wide issues, and schedule their biannual adviser/parent conferences. These conferences provide an opportunity for students to work individually with their advisers and their parents to establish their academic and personal goals and to plan their course work.

Tutorial— In order to address individual student needs further, we structured into our bell schedule tutorial time students and teachers to meet outside the context of large group instruction. Tutorial provides many opportunities for students to work individually with their teachers, to meet with other students to work on group projects, as well as to engage in many other learning opportunities.

Humanities Core Program—Our Humanities Core Program also facilitates collaboration by pairing 9th and 10th grade English and History teachers. These teachers share the same students and meet to discuss both curriculum and student achievement. Although humanities teachers teach in separate classrooms, they work together to develop and score interdisciplinary projects

2021-22 School Overview

that foreground the connections between their disciplines.

Long-block schedule—Our eighty five minute, alternating block schedule allows teachers the opportunity to structure lessons that move students more deeply into an activity so that they construct meaning without interruption. The sustained time within each class allows students more time to internalize essential concepts and to balance their workload over the course of two nights.

Our faculty and staff embrace the elements of Northwood High School that distinguish our school from others. However, we also collectively endorse the overarching mission statement and vision for the Irvine Unified School District: To enable all students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world and to accomplish these things by providing the highest quality educational experiences we can envision. To foster the IUSD Vision Statement and Mission Goals, Northwood has adopted the following Northwood High School Guiding Principles:

Pursuing growth is our school-wide responsibility.

We believe all students can learn.

We believe students learn differently.

We believe learning is an active and ongoing process.

We believe collaboration enhances learning.

We believe growth is achieved through reflection, support, and intellectual risk taking.

We believe in fostering an environment that encourages the overall balance to support the whole person.

We believe we all need to feel emotionally, physically, socially, and intellectually safe.

We believe embracing diversity fosters understanding and strengthens our community.

We believe making a connection to school is essential.

We believe in compassion, mutual respect, and trustworthiness.

Therefore, in our conversations, our thinking, our teaching, and our decision making, we do what is best for the growth and learning of all students.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 420 |
| Grade 10 | 436 |
| Grade 11 | 458 |
| Grade 12 | 442 |
| Total Enrollment | 1,756 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.2 |
| Asian | 54.3 |
| Black or African American | 1.5 |
| Filipino | 3.2 |
| Hispanic or Latino | 8.5 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 7.5 |
| White | 24.4 |
| English Learners | 5.9 |
| Foster Youth | 0.1 |
| Socioeconomically Disadvantaged | 16.4 |
| Students with Disabilities | 6.6 |

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

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

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) | 60.2 | 86.4 | 1230.0 | 89.7 | 228366.1 | 83.1 |
| Intern Credential Holders Properly Assigned | 0.0 | 0.0 | 0.8 | 0.1 | 4205.9 | 1.5 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 5.0 | 7.2 | 50.0 | 3.6 | 11216.7 | 4.1 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.2 | 0.3 | 39.1 | 2.9 | 12115.8 | 4.4 |
| Unknown | 4.2 | 6.0 | 51.7 | 3.8 | 18854.3 | 6.9 |
| Total Teaching Positions | 69.7 | 100.0 | 1371.8 | 100.0 | 274759.1 | 100.0 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 |
|--|---------|
| Permits and Waivers | 0.0 |
| Misassignments | 5.0 |
| Vacant Positions | 0.0 |
| Total Teachers Without Credentials and Misassignments | 5.0 |

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.0 |
| Local Assignment Options | 0.2 |
| Total Out-of-Field Teachers | 0.2 |

2020-21 Class Assignments

| Indicator | 2020-21 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.8 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2021

| 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, 2020. 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, 2020. 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, 2020. 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, 2020. 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, 2020. 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, 2020. All core textbooks and instructional materials purchased are board approved. | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | All students have access to sufficient science laboratory equipment for instruction in grades 9-12. | | 0% |

School Facility Conditions and Planned Improvements

Northwood High School has maintained the cleanliness and beauty of a new school. Our school has 84 rooms that can be utilized for instruction, and every room is wired to the Internet with at least 4 connections. Each of the 14 adjacent student workrooms is also wired with 20 connections. There are three fully functioning computer labs, 15 student workrooms with from 5 to 20 computers in each, and fifteen remote lap top carts with 35 computers on campus. The Media Center is accessible Monday through Friday between the hours of 7:15 am and 4:00 pm. Each of these computers is also networked with access to Northwood's local area network. The staff lounge was relocated to a more central location on campus. It now includes a full kitchen, two large refrigerators, a large-screen TV, vending machines, foosball table, and an adjoining conference room for staff meetings. Northwood High School also has a 620-seat theater with a professional stage, black box, and state of the art television production studio. Our school boasts an 1800-seat, three court gymnasium, a fully equipped weight room, wrestling room, and dance room. The school has a newly designed kitchen to facilitate the Culinary Arts Program that was established during the 2015-2016 school year. The Culinary Arts kitchen is a dedicated space with commercial grade equipment and appliances, including gas ranges and ovens, convection ovens, hoods, and walk-in refrigerator. There are three large TV screens that display instructional materials and live feeds from two separate demo cameras. The kitchen has its own areas for storage, dishwashing, lecture, and food prep. It also has a laptop cart for classroom activities and projects.

Recent upgrades to the campus include athletic facilities and the exterior of buildings. In the summer of 2018 a new all weather turf track and field was installed in the lower athletics field. This upgraded facility allows students to participate in athletics year round and supports the good health of our athletes by being well maintained. During the Spring of 2019 the gymnasium floor was resurfaced and repainted to include descriptions of our core values and reflect an updated design. In the fall of 2019 the staircase of the 1000 building was resurfaced to ensure student and staff safety. In the summer of 2020, the 900 building staircase was also resurfaced to ensure student and staff safety. In preparation for the 20/21 school year, the HVAC units and air filters were changed, air purifiers were placed in every room, and the custodial staff rearranged and removed furniture to maximize distance between students. In addition, the pathways were marked to limit contact between students and the custodial staff sanitizes the campus 5 times a day. The Silverado Canyon Fire in October 2020 caused some damage to the grounds which will require new landscaping.

Year and month of the most recent FIT report

11/27/2021

| 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 | | | 1026: 4. WATER STAIN CEILING TILES 1124: 4. CARPET HAS WAVES 1125: 4. WATER STAIN CEILING TILES 1226: 4. CEILING TILE HAS HOLE 1227: 4. WATER STAIN CEILING TILES 1324/ COMP LAB: 4. CARPET HAS WAVES 701: 4. WATER STAIN CEILING TILES IN OFFICE 702: 4. WATER STAIN CEILING TILES 911: 4. RUBBER MOLDING IS MISSING AND LOOSE ON WALL 926/WRK RM: 4. WATER STAIN CEILING TILES 932: 4. WATER STAIN CEILING TILES 933: 4. WATER STAIN CEILING TILES 934: 4. WATER STAIN CEILING TILES TRAINING RM: 4. WATER STAIN CEILING TILES WEIGHT RM/ 203: 4. CEILING TILE HAS HOLE |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---|
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | 1402: 15. DOOR TO INTERIOR HALLWAY DOES NOT OPEN AND CLOSE PROPERLY CONF RM/ 905: 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 431 | 388 | 90.02 | 9.98 | 82.73 |
| Female | 230 | 207 | 90 | 10 | 86.96 |
| Male | 199 | 179 | 89.95 | 10.05 | 77.65 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 226 | 216 | 95.58 | 4.42 | 91.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 45 | 40 | 88.89 | 11.11 | 67.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 39 | 35 | 89.74 | 10.26 | 80 |
| White | 106 | 86 | 81.13 | 18.87 | 69.77 |
| English Learners | 14 | 11 | 78.57 | 21.43 | 18.18 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 14 | 13 | 92.86 | 7.14 | 69.23 |
| Socioeconomically Disadvantaged | 68 | 56 | 82.35 | 17.65 | 73.21 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 28 | 19 | 67.86 | 32.14 | 36.84 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 431 | 377 | 87.47 | 12.53 | 74.80 |
| Female | 230 | 199 | 86.52 | 13.48 | 76.88 |
| Male | 199 | 176 | 88.44 | 11.56 | 72.16 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 226 | 210 | 92.92 | 7.08 | 90.48 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 45 | 36 | 80.00 | 20.00 | 44.44 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 39 | 36 | 92.31 | 7.69 | 72.22 |
| White | 106 | 84 | 79.25 | 20.75 | 52.38 |
| English Learners | 14 | 10 | 71.43 | 28.57 | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 14 | 12 | 85.71 | 14.29 | 66.67 |
| Socioeconomically Disadvantaged | 68 | 56 | 82.35 | 17.65 | 60.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 28 | 19 | 67.86 | 32.14 | 26.32 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|--------------------|-----|--|--|--|--|
| All Students | 422 | | | | |
| Female | 224 | | | | |
| Male | 196 | | | | |
| Asian | 226 | | | | |
| Hispanic or Latino | 45 | | | | |
| Two or More Races | 36 | | | | |
| White | 106 | | | | |
| English Learners | 14 | | | | |

| | | | | | |
|--|----|--|--|--|--|
| Socioeconomically Disadvantaged | 68 | | | | |
| Students with Disabilities | 28 | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|--|-----|--|--|--|--|
| All Students | 422 | | | | |
| Female | 224 | | | | |
| Male | 196 | | | | |
| Asian | 226 | | | | |
| Hispanic or Latino | 45 | | | | |
| Two or More Races | 36 | | | | |
| White | 106 | | | | |
| English Learners | 14 | | | | |
| Socioeconomically Disadvantaged | 68 | | | | |
| Students with Disabilities | 28 | | | | |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 78 | NT | NT | NT | NT |
| Female | 35 | NT | NT | | |
| Male | 43 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 35 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | -- | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 26 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 28 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

2020-21 Career Technical Education Programs

Students at Northwood High School have opportunities to participate in Career and Technical Education (CTE) coursework that provides them with the skills to pursue careers in high demand industries in Southern California. The career industry sectors leading to post-secondary employment and college or university education programs are the following:

- Ornamental Horticulture
- Design, Visual and Media arts (Graphic Design, Visual-Commercial Art)
- Production and Managerial Arts (Stage Technology, Film-Video Production)
- Engineering Design
- Software and Systems Development (Systems Programming)
- Food Science, Dietetics, and Nutrition

CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program and satisfy high school graduation requirements. CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has a strong guidance-counseling component where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career.

The district's partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in all industry sectors. Dual enrollment courses with Irvine Valley College are offered in Biotechnology and Business Management. The CTE program includes courses that articulate with regional community colleges and many culminate in industry-recognized certifications.

The district is a member of regional consortiums including participating members in OC Pathways, Vital Link-CTEoc (CTE Orange County), the Irvine Chamber of Commerce, Orange County Business Council. Teachers participate in professional development and network with business and industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community participate in the career and technical education advisory committee.

2020-21 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 593 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 44.9 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 30.4 |

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 |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.49 |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission | 76.29 |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

Parents and community members have the opportunity to become involved at Northwood High School in a variety of ways:

The Parent Teacher Student Association (PTSA) supports basic educational needs that impact all students and communicates directly with Northwood HS administrators and faculty. Due to generous donations, PTSA has been able to support the school by purchasing several laptops for the Media Center, document cameras, science lab equipment, graphing calculators and other classroom supplies, speakers for parents and students, advocacy programs to Sacramento to meet government officials, and all the necessary emergency supplies to maintain the NHS staff and student body for an extended amount of time during a disaster. In addition, PTSA runs the Student Store at lunch each day offering spiritwear, school supplies and healthy snacks, supports the Kick-off Day process, provides Staff Appreciation lunches, and creates a fun and safe Grad Night party for graduates each year. The general PTSA has approximately 700 members. Additionally, NHS staff meets with the Chinese parent committee as well as the Korean parent committee to review important school procedures and resources for parents in their home language.

School Site Council (SSC) consists of an elected group of teachers, parents, and classified employees who work with the Principal to develop, review, evaluate, and allocate funds for school improvement programs. The SSC meets regularly throughout the school year and is currently constituted of the Principal, seven staff members, two students, and five parents (some returning and some elected at the start of the school year).

With the growing number of EL students, the English Learners Advisory Committee (ELAC) has become increasingly more important as parents have questions regarding ELPAC scores, course placement, the redesignation process, et cetera. The committee usually meets 3-4 times a year. All students currently or previously identified as English Language Learners and their families are encouraged to attend to gain a better understanding of all the available supports that are provided to the community either by the school or the district.

Athletics Boosters is an all-volunteer group of parents, staff, and other interested parties whose mission is to enrich the Northwood High School athletics community and the community at-large by providing financial support for Northwood High School athletics. The Athletics Boosters Club was established to encourage parent participation and to raise funds to enhance

2021-22 Opportunities for Parental Involvement

and expand the athletics programs that are available to each student at Northwood High School. In addition to financial support, the Athletics Boosters recognizes that participation in high school athletics benefits everyone, and promotes opportunities to build and strengthen relationships among all involved: the student body, Northwood High School staff, parents, and the surrounding community. The Athletics Boosters lends financial support by raising money through membership dues and fundraising activities.

The majority of the funding needed to help keep the choral and music programs vibrant is raised by the Northwood Choral Music Boosters and the Timberwolves Instrumental Music Boosters (TIMB). Choral Music Boosters helps to raise money in order to support aspects of the program such as hiring an accompanist, master classes, wardrobes, sheet music, awards/pins, concert programs, recordings and videos, and festivals. TIMB works to raise funds in order to support the instrumental music program with resources such as instrument repairs and purchases, sheet music, supplies, instrumental coaches and clinics, and more.

Parents have access to information about school events through the following:

School web page northwoodhigh.iusd.org (accessible by parents and community members)

School bulletin via e-mail

School text messaging system

School Messenger (Email and Auto Dialer)

Social Media (Instagram account: [@nhstwolves](https://www.instagram.com/nhstwolves))

Canvas: Every teacher at Northwood High School has access to a Canvas account that allows them to post information regarding course work so that students and parents can view and download essential course information.

Use of the Northwood High School Parent Portal enables parents to access individual student information including progress reports, report cards, some online grade books, transcripts, and daily period attendance. Every Northwood parent currently has a portal account, which allows them to access these features from their home. All students re-enroll each year through their Parent Portal accounts as part of the registration process.

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 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 1.3 | 0.6 | 0.5 | 1.4 | 2.4 | 2.1 | 9.0 | 8.9 | 9.4 |
| Graduation Rate | 96.3 | 97.9 | 96.6 | 95.6 | 94.6 | 95.4 | 84.5 | 84.2 | 83.6 |

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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 | 415 | 401 | 96.6 |
| Female | 195 | 190 | 97.4 |
| Male | 220 | 211 | 95.9 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 213 | 208 | 97.7 |
| Black or African American | 11 | 11 | 100.0 |
| Filipino | 19 | 16 | 84.2 |
| Hispanic or Latino | 30 | 28 | 93.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 11 | 10 | 90.9 |
| White | 127 | 124 | 97.6 |
| English Learners | 31 | 29 | 93.5 |
| Foster Youth | -- | -- | -- |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 102 | 94 | 92.2 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 34 | 25 | 73.5 |

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1845 | 1810 | 112 | 6.2 |
| Female | 919 | 906 | 59 | 6.5 |
| Male | 922 | 900 | 51 | 5.7 |
| American Indian or Alaska Native | 3 | 3 | 1 | 33.3 |
| Asian | 994 | 976 | 30 | 3.1 |
| Black or African American | 28 | 28 | 7 | 25.0 |
| Filipino | 58 | 58 | 3 | 5.2 |
| Hispanic or Latino | 159 | 154 | 22 | 14.3 |
| Native Hawaiian or Pacific Islander | 4 | 4 | 0 | 0.0 |
| Two or More Races | 137 | 135 | 9 | 6.7 |
| White | 455 | 445 | 37 | 8.3 |
| English Learners | 123 | 114 | 14 | 12.3 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 332 | 330 | 49 | 14.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 134 | 132 | 31 | 23.5 |

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 1.52 | 0.00 | 1.01 | 0.14 | 3.47 | 0.20 |
| Expulsions | 0.13 | 0.00 | 0.03 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.77 | 0.73 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 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 | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

Northwood High School developed our comprehensive school safety plan to ensure a safe school environment for our students. Key elements of the plan include 1. Disaster Procedures-Routine and Emergency, 2. Incident Command System - Organizational Chart, 3. Utility Shut-Off Information, 4. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 5. Assessing the current status of school crime committed on the school campus and at school-related functions, and 6. Rules and Procedures on School Discipline.

We continue to reflect on student safety on campus and make improvements where necessary. For the 2021-2022 school year there is an emphasis on parking lot and traffic procedures to ensure that students can safely enter and exit the campus. Additionally, NHS has recently received allocation for an additional Campus Control Assistant and is in the process of hiring for this role. This will allow for greater supervision of student behavior during school hours.

The elements of this plan were last reviewed in the Fall of 2021 by the School Site Council and will be reviewed in various parts at staff meetings throughout the school year.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 27 | 18 | 65 | 9 |
| Mathematics | 28 | 8 | 45 | 24 |
| Science | 29 | 7 | 43 | 22 |
| Social Science | 28 | 10 | 50 | 14 |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 29 | 10 | 68 | 12 |
| Mathematics | 38 | 4 | 32 | 36 |
| Science | 33 | 1 | 45 | 22 |
| Social Science | 29 | 3 | 56 | 16 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 | 14 | 137 | 5 | 1 |
| Mathematics | 14 | 124 | | 1 |
| Science | 14 | 123 | 2 | |
| Social Science | 14 | 122 | 4 | |

2020-21 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 | 627.1 |

2020-21 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.8 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | \$6,969 | \$454 | \$6,515 | \$89,658 |
| District | N/A | N/A | \$6,053 | \$86,745 |
| Percent Difference - School Site and District | N/A | N/A | 7.4 | 3.3 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | -25.8 | 5.7 |

2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the LCFF model has established three sources of state funding with increased 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$50,071 | \$50,897 |
| Mid-Range Teacher Salary | \$89,426 | \$78,461 |
| Highest Teacher Salary | \$115,594 | \$104,322 |
| Average Principal Salary (Elementary) | \$141,894 | \$131,863 |
| Average Principal Salary (Middle) | \$153,295 | \$137,086 |
| Average Principal Salary (High) | \$174,854 | \$151,143 |
| Superintendent Salary | \$335,993 | \$297,037 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

2020-21 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 33.4 |
|--|------|

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 | 8 |
| Fine and Performing Arts | 8 |
| Foreign Language | 2 |
| Mathematics | 12 |
| Science | 32 |
| Social Science | 31 |
| Total AP Courses Offered | 93 |

Professional Development

Since the inception of Northwood High School, we have examined the needs of both our student and staff population in conjunction with the overarching goals of the district to determine the appropriate focus for staff development. Staff Development time has been focused in the last few years on standards alignment, vertical alignment, developing formative assessments, in-servicing on our Teacher Advisement program and conferences, developing common core curriculum to be taught and recognized for students and providing necessary support to support students both academically and emotionally. Annually, the focus of professional development is centered on school improvement areas identified in the school action plan which includes mental health and wellness, improvement in the PLC cycle, and addressing the needs of English Language Learners. Staff Development is supported through school-wide staff development days and Monday mornings as well as department collaboration time and release days. For the 2021-2022 school year there are three district provided professional development days and twelve hours of contractual staff development throughout the school year.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 6 | 6 |

Irvine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19696 | 2272 | 11.54 | 88.46 | 79.66 |
| Female | 9419 | 1101 | 11.69 | 88.31 | 84.26 |
| Male | 10270 | 1169 | 11.38 | 88.62 | 75.30 |
| American Indian or Alaska Native | 27 | 2 | -- | 92.59 | -- |
| Asian | 9484 | 1167 | 12.30 | 87.70 | 86.63 |
| Black or African American | 404 | 36 | 8.91 | 91.09 | 58.33 |
| Filipino | 369 | 49 | 13.28 | 86.72 | 81.63 |
| Hispanic or Latino | 2371 | 239 | 10.08 | 89.92 | 62.71 |
| Native Hawaiian or Pacific Islander | 52 | 5 | 9.62 | 90.38 | -- |
| Two or More Races | 2085 | 189 | 9.06 | 90.94 | 82.54 |
| White | 4904 | 585 | 11.93 | 88.07 | 72.90 |
| English Learners | 2772 | 111 | 4.00 | 96.00 | 22.52 |
| Foster Youth | 34 | 1 | 2.94 | 97.06 | -- |
| Homeless | 42 | 4 | 9.52 | 90.48 | -- |
| Military | 222 | 36 | 16.22 | 83.78 | 76.47 |
| Socioeconomically Disadvantaged | 3773 | 405 | 10.73 | 89.27 | 65.59 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1885 | 110 | 5.84 | 94.16 | 33.33 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19696 | 2221 | 11.28 | 88.72 | 74.36 |
| Female | 9419 | 1070 | 11.36 | 88.64 | 74.91 |
| Male | 10270 | 1149 | 11.19 | 88.81 | 73.80 |
| American Indian or Alaska Native | 27 | 2 | -- | 92.59 | -- |
| Asian | 9484 | 1145 | 12.07 | 87.93 | 87.76 |
| Black or African American | 404 | 35 | 8.66 | 91.34 | 40.00 |
| Filipino | 369 | 49 | 13.28 | 86.72 | 64.58 |
| Hispanic or Latino | 2371 | 218 | 9.19 | 90.81 | 45.41 |
| Native Hawaiian or Pacific Islander | 52 | 3 | 5.77 | 94.23 | -- |
| Two or More Races | 2085 | 187 | 8.97 | 91.03 | 73.80 |
| White | 4904 | 582 | 11.87 | | 61.86 |
| English Learners | 2772 | 107 | 3.86 | 96.14 | 38.68 |
| Foster Youth | 34 | 1 | 2.94 | 97.06 | -- |
| Homeless | 42 | 6 | 14.29 | 85.71 | -- |
| Military | 222 | 34 | 15.32 | 84.68 | 76.47 |
| Socioeconomically Disadvantaged | 3773 | 389 | 10.31 | 89.69 | 56.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1885 | 107 | 5.68 | 94.32 | 18.69 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.