Northwood High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 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

2022-23 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

2022-23 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 that foreground the connections between their disciplines.

2022-23 School Overview

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 schoolwide responsibility.

We believe all students can learn.
We believe all students learn differently and every student contributes to the learning community.
We believe learning is an active and ongoing process.
We believe collaboration enhances learning.
We believe through self-reflection and adult support students can meet expectations as well as challenge themselves.
We believe in fostering an environment that encourages the balance of academic and extracurricular activities to achieve social, emotional, and physical growth and well-being.
We believe we all need to fell emotionally, physically, 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 integrity.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	561
Grade 10	544
Grade 11	564
Grade 12	531
Total Enrollment	2,200

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.5
American Indian or Alaska Native	0.1
Asian	56.2
Black or African American	1.5
Filipino	2.3
Hispanic or Latino	9.4
Native Hawaiian or Pacific Islander	0.1
Two or More Races	8.9
White	21.2
English Learners	7.4
Foster Youth	0.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	17.3
Students with Disabilities	7.0

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.20	86.42	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	7.20	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.34	39.10	2.85	12115.80	4.41
Unknown	4.20	6.02	51.70	3.77	18854.30	6.86
Total Teaching Positions	69.70	100.00	1371.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.30	89.97	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.30	3.78	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	5.50	6.26	83.80	5.82	15831.90	5.67
Total Teaching Positions	88.20	100.00	1441.50	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	5.00	3.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	3.30

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.00
Total Out-of-Field Teachers	0.20	0.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.80	7.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	1.30

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2022

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, 2022. 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, 2022. 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, 2022. 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, 2022. 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, 2022. 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, 2022. 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.	Yes	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 4:30 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.

School Facility Conditions and Planned Improvements

Recent upgrades to the campus include athletic facilities and the exterior of buildings, including an all weather turf track and field 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	9/10/2022

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			1029: 4. WATER STAIN CEILING TILES 1121: 4. CARPET IS TORN 1124: 4. CARPET HAS WAVES 1230: 4. RUBBER MOLDING IS LOOSE AT BASE OF WALL IN PREP ROOM HALLWAY 1324/ COMP LAB: 4. CARPET HAS WAVES 1325: 4. WATER STAIN CEILING TILES/ POSSIBLE MOLD 1404: 4. CEILING TILE IS LOOSE 902: 4. CEILING TILE IS MISSING IN PREP ROOM 911: 4. WATER STAIN CEILING TILES 912: 4. CARPET HAS WAVES 915: 4. CARPET HAS WAVES 931: 4. CARPET IS TORN
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			1025: 11. PAINT IS CHIPPING ON WALKWAY
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	87	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	73	N/A	68	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	87.34
Female	277	274	98.92	1.08	90.15
Male	278	274	98.56	1.44	85.04
American Indian or Alaska Native	--	--	--	--	--
Asian	340	338	99.41	0.59	91.72
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	40	97.56	2.44	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	42	100.00	0.00	90.48
White	121	117	96.69	3.31	82.91
English Learners	25	25	100.00	0.00	16.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	41	40	97.56	2.44	70.00
Socioeconomically Disadvantaged	82	80	97.56	2.44	71.25
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	31	93.94	6.06	38.71

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	542	96.79	3.21	73.43
Female	277	268	96.75	3.25	75.75
Male	278	269	96.76	3.24	71.00
American Indian or Alaska Native	--	--	--	--	--
Asian	340	334	98.24	1.76	85.63
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	39	95.12	4.88	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	40	95.24	4.76	72.50
White	121	113	93.39	6.61	58.41
English Learners	25	24	96.00	4.00	20.83
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	41	39	95.12	4.88	56.41
Socioeconomically Disadvantaged	82	77	93.90	6.10	50.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	33	30	90.91	9.09	13.33

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	68.3	NT	61.37	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1067	1045	97.94	2.06	68.3
Female	537	530	98.7	1.3	70.13
Male	521	506	97.12	2.88	66.4
American Indian or Alaska Native	--	--	--	--	--
Asian	615	606	98.54	1.46	78.55
Black or African American	--	--	--	--	--
Filipino	23	23	100	0	65.22
Hispanic or Latino	94	92	97.87	2.13	41.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	86	85	98.84	1.16	60
White	235	225	95.74	4.26	56.44
English Learners	40	37	92.5	7.5	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	65	64	98.46	1.54	49.21
Socioeconomically Disadvantaged	167	164	98.2	1.8	50.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	54	94.74	5.26	24.53

2021-22 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. In addition, Northwood high school has a College/Career Specialist, along with a Coastline ROP Career Specialist that provide students with additional guidance and support to prepare students for a postsecondary education or employment, if they choose.

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, Entrepreneurship, and Mathematics. 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	737
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.37
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	72.11

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.61%	95.44%	95.61%	95.61%	95.61%

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.

2022-23 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 and expand the athletics programs that are available to each student at Northwood High School. In addition to financial

2022-23 Opportunities for Parental Involvement

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)
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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.6	0.9		2.4	2.7		8.9	7.8
Graduation Rate		97.9	96.5		94.6	94.6		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	537	518	96.5
Female	271	267	98.5
Male	262	247	94.3
American Indian or Alaska Native	--	--	--
Asian	282	276	97.9
Black or African American	--	--	--
Filipino	13	13	100.0
Hispanic or Latino	57	55	96.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	42	42	100.0
White	132	122	92.4
English Learners	62	56	90.3
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	137	131	95.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	40	29	72.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2278	2253	216	9.6
Female	1113	1102	119	10.8
Male	1152	1138	96	8.4
American Indian or Alaska Native	3	3	1	33.3
Asian	1276	1262	61	4.8
Black or African American	36	35	15	42.9
Filipino	53	51	6	11.8
Hispanic or Latino	215	214	38	17.8
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	200	198	19	9.6
White	484	479	73	15.2
English Learners	185	178	18	10.1
Foster Youth	3	3	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	439	431	78	18.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	168	165	43	26.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.35	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.18	0.00
Male	0.52	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.16	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	1.00	0.00
White	0.62	0.00
English Learners	1.08	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

2022-23 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.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	24	75	1
Mathematics	27	6	77	
Science	27	5	79	
Social Science	25	11	69	

2021-22 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	550

2021-22 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)	4.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$6,807	$353	$6,454	$88518
District	N/A	N/A	5796	$86,958
Percent Difference - School Site and District	N/A	N/A	10.7	1.8
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-2.1	3.6

2021-22 Types of Services Funded

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.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$51,081
Mid-Range Teacher Salary	$89,426	$77,514
Highest Teacher Salary	$115,594	$105,764
Average Principal Salary (Elementary)	$144,393	$133,421
Average Principal Salary (Middle)	$152,197	$138,594
Average Principal Salary (High)	$174,854	$153,392
Superintendent Salary	$335,993	$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	32.5

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	5
Fine and Performing Arts	6
Foreign Language	2
Mathematics	6
Science	21
Social Science	19
Total AP Courses Offered Where there are student course enrollments of at least one student.	59

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, academic achievement for traditionally underperforming subgroups, and increasing student and parent engagement. Staff Development is supported through school-wide staff development days and Wednesday mornings as well as department collaboration time and release days. For the 2022-2023 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6