

# Northwood Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

### 2025-26 School Contact Information

<b>School Name</b>	Northwood Elementary School
<b>Street</b>	28 Carson Street
<b>City, State, Zip</b>	Irvine, CA 92620
<b>Phone Number</b>	(949) 936-5950
<b>Principal</b>	Kelly Duncan
<b>Email Address</b>	kellyduncan@iusd.org
<b>School Website</b>	northwood.iusd.org
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30-73650-6100861

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

Northwood Elementary is a Title I neighborhood school that opened its doors in 1980. Throughout its 44 year history, Northwood Elementary has enjoyed impressive academic growth and strong community support. Located in Irvine, California, Northwood Elementary School serves approximately 515 students, PK through sixth grade, in the heart of suburban Orange County. Established in 1980, Northwood Elementary serves a richly diverse student population with students representing 28 different language groups. Northwood students continually outperform their state counterparts in standardized testing, and remain competitive among similar Title I schools in Irvine. Northwood Elementary is both a California Distinguished School AND a National Blue Ribbon School, a testimony to the devotion of Northwood’s talented teachers, diligent students, and caring community.

## 2025-26 School Description and Mission Statement

**Mission:** At Northwood Elementary School, our dedicated teaching staff, hardworking students, and supportive parents hold high expectations for student success. Our mission is to prepare our students to face the challenges of the future and become their best selves. The first part of our mission statement, “preparing our students to face the challenges of the future,” addresses the need to provide our students the knowledge base and critical thinking skills they need to succeed in a rapidly changing world. The second part of our mission statement, “becoming their best selves,” speaks to our necessity to nurture ethical and socially responsible citizens. By holding true to our mission, we ensure that our students’ future will be full of promise.

**Vision:** In determining our school vision, we asked ourselves the question “What kind of school do we wish to become?” To create our vision, we enlisted the help of students and parents to join with our teachers in crafting a vision for our future. After bringing all stakeholders to the table, three main areas of focus emerged from our visioning process: (1) Fostering a Love of Learning, (2) Valuing Individuals, and (3) Enriching Learning. We continuously foster a love of learning in our school by (a) celebrating accomplishments, (b) motivating student success, (c) teaching with enthusiasm, and (d) giving students meaningful project-based learning tasks. We enrich learning by (a) partnering with the Irvine Public Schools Foundation to create after-school programs, (b) offering learning opportunities beyond reading, writing and math such as art, music and physical fitness, (c) utilizing technology and STEAM activities to engage students in learning, and (d) fostering community service oriented activities through our Student Council. To value individuals we (a) promote character values, (b) praise effort and recognize good work, (c) differentiate instruction, and (d) promote personal goal-setting. As a community of learners, we constructed a compelling picture of what Northwood Elementary could be, and by working together as parents, teachers and students, we have taken our school from good to great. Both in our work as grade-level Professional Learning Communities, and with our Multi-Tiered Systems of Support (MTSS), Northwood leverages the Irvine Unified School District's Learning Cycle Model to : (a) Clarify Intended Learning, (b) Elicit Evidence of Learning, (c) Interpret Evidence of Learning, (d) Act on Evidence of Learning, and (e) Evaluate Effectiveness of Instruction.

As Northwood Highwheelers, we ROLL toward our goals by being Respectful, On time and ready, Living responsibly, and Living safely, and we focus on ensuring that our students are developing the social-emotional skills needed to reach their full potential. Because of our focus on all aspects of our students' education and development, Northwood Elementary students leave our school prepared to tackle the next step in their journey as learners.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	48
Grade 2	81
Grade 3	71
Grade 4	66
Grade 5	70
Grade 6	88
<b>Total Enrollment</b>	<b>508</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.4
Asian	47.2
Black or African American	4.7
Filipino	2.4
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.5
White	19.9
English Learners	23
Foster Youth	0.4
Socioeconomically Disadvantaged	33.5
Students with Disabilities	12.6

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.9	100	1300.2	90.2	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	0.24	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	42.5	2.95	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	11.4	0.79	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	83.8	5.82	15831.9	5.67
<b>Total Teaching Positions</b>	16.9	100	1441.5	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.9	94.44	1264.8	91.33	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.14	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	13	0.94	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	5.56	18.8	1.36	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	86.2	6.22	14303.8	5.15
<b>Total Teaching Positions</b>	17.9	100	1384.9	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.9	94.44	1270.8	90.43	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.07	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	5.56	38.1	2.71	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	38.3	2.73	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	56.9	4.05	13705.8	4.91
<b>Total Teaching Positions</b>	17.9	100	1405.3	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	1	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7	0	4.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.6	0	0

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

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

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade PK - Handwriting Without Tears, Kick Start Kindergarten (Learning Without Tears) Adoption Year: 2019 Grade K - 2 - California Journeys (Houghton Mifflin) Adoption Year: 2017 Grade 3 - 5 - Texts for Close Reading (Benchmark) Consumables Adoption Year: 2017 Grade 6 - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
<b>Mathematics</b>	Grade PK - ST Math: Early Learning Program (Mind Research Institute) Adoption Year: 2014-15 K – My Math Grade K (McGraw-Hill) Adoption Year: 2014-15 1 – My Math Grade 1 (McGraw-Hill) Adoption Year: 2014-15 2 – Go Math Grade 2 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 3 – Go Math Grade 3 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 4 – Go Math Grade 4 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 5 - Go Math Grade 5 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15	0%
<b>Science</b>	Grades PK-6 – Twig Science Adoption Year: 2020	0%

<b>History-Social Science</b>	PK - Second Step for Early Learning (Committee for Children) Adoption Year: 2017 Grade K – 1 California Studies Weekly (Studies Weekly) Consumables Adoption Year: 2019 Grade 2 – 5 myWorld Interactive (Pearson) Consumables Adoption Year: 2019 Grade 6 IMPACT World History & Geo - Ancient Civilizations (McGraw Hill) Consumables Adoption Year: 2019	0%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	Grade PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## School Facility Conditions and Planned Improvements

The Northwood School Community continuously focuses on providing a safe learning environment for all students. School safety and cleanliness are a priority. Our efforts are focused on keeping all students safe before, during, and after school. To alleviate congestion during drop off and pick up times, lanes have been reconfigured for drop off only and drive through only. Additionally, eight visitor parking spaces were added. Since its original construction in 1980, Northwood has continuously upgraded our facilities to meet the evolving needs of our students. Northwood Elementary underwent extensive re-modernization in 2007-2008. Projects included upgraded bathrooms for students and staff (ADA compliant), new doors, soundproofing, complete classroom renovations (including new paint, new carpet, and structural changes to comply with ADA statutes that have been enacted since the school opened in 1980). For the 2009-10 school year, all ball walls were replaced, new playground swings were installed, and backpack racks were hung to create more space in the classrooms and improve flow through the hallways. In 2010, Northwood Elementary had solar panels installed on its roof surfaces to capture solar energy; the energy cost savings for Northwood Elementary will be approximately \$10,000 per year. Since 2014-2015, Northwood has been committed to ensuring a 1:1 student to device ratio, in order to ensure that technology is an embedded part of student learning. Currently, all classrooms in Grades 1-6 have a dedicated Chromebook Cart, including our Innovation Lab and STEM Lab. All teachers have mobile document cameras, allowing their teaching space to be fluid and flexible.

At the end of the 2021-2022 school year, Northwood completed the first phase of our Measure E projects, which included a new music classroom building, instrument storage, new all gender restrooms for staff and students, and an expanded kitchen. Measure E was passed by Irvine voters in June 2016 to ensure all students, not just those in newer neighborhoods, have access to modern learning environments and technology to support IUSD's high academic standards and to prepare students for 21st century college and career. In addition to the music building and expanded kitchen, our playground, Child Care facilities, and storage were all reconfigured, resulting in a much more open layout that allows for greater visibility and openness on our playground. In 2023, we added two additional storage units to allow for more openness in our pod and classrooms. Northwood was also one of the first IUSD schools to install a digital marquee at the beginning of the 2022-2023 school year, as part of a district-wide update to our marquees. Northwood Elementary teachers won a \$20,000 grant from the Irvine Public Schools Foundation to purchase furniture and materials to complete our Innovation Lab. This project was completed during the 2022-2023 school year. In the Fall of 2024, all of Northwood's interior classroom doors had new locks installed to increase classroom security; we also continue to work with IUSD Campus Security to update the location and scope of our security cameras. Anticipated projects in the 2025-2026 school year are an upgrade to our lunch tables (completed in November 2025), and converting our MPR into a performance space to support our partnership with Disney Musicals in Schools.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

10/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			10: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS CRACKED/ WATER STAIN IN LIGHT DIFFUSER 12: 4. FORMICA IS PEELING ON CABINETS 7. LIGHT DIFFUSER IS CRACKED K16: 4. WATER STAIN CEILING TILES7. LIGHT DIFFUSER IS CRACKED
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			13: 7. LIGHT DIFFUSER IS CRACKED
<b>Electrical</b>		X		10: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS CRACKED/ WATER STAIN IN LIGHT DIFFUSER 11: 7. LIGHT DIFFUSER IS CRACKED 12: 4. FORMICA IS PEELING ON CABINETS 7. LIGHT DIFFUSER IS CRACKED 15: 7. LIGHT DIFFUSER IS CRACKED K16: 4. WATER STAIN CEILING TILES7. LIGHT DIFFUSER IS CRACKED K17: 7. LIGHT DIFFUSER IS CRACKED 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER R-2: 7. LIGHT DIFFUSER IS CRACKED R-9: 7. LIGHT DIFFUSER IS CRACKED
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			K17: 7. LIGHT DIFFUSER IS CRACKED 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOYS RR: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	64	73	74	47	48
<b>Mathematics</b> (grades 3-8 and 11)	63	62	69	70	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	288	93.81	6.19	63.54
Female	153	146	95.42	4.58	64.38
Male	154	142	92.21	7.79	62.68
American Indian or Alaska Native	--	--	--	--	--
Asian	150	134	89.33	10.67	77.61
Black or African American	12	11	91.67	8.33	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	53	52	98.11	1.89	40.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	24	100.00	0.00	54.17
White	60	59	98.33	1.67	59.32
English Learners	68	52	76.47	23.53	19.23
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	113	109	96.46	3.54	40.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	25.64

## 2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	308	301	97.73	2.27	62.46
<b>Female</b>	153	151	98.69	1.31	58.28
<b>Male</b>	155	150	96.77	3.23	66.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	150	147	98.00	2.00	74.83
<b>Black or African American</b>	12	11	91.67	8.33	36.36
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	53	98.15	1.85	39.62
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	24	24	100.00	0.00	62.50
<b>White</b>	60	58	96.67	3.33	56.90
<b>English Learners</b>	69	67	97.10	2.90	29.85
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	114	110	96.49	3.51	40.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	41	39	95.12	4.88	23.08

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	65.79	59.42	61.99	63.09	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	69	98.57	1.43	59.42
Female	39	38	97.44	2.56	71.05
Male	31	31	100.00	0.00	45.16
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.14%	100.00%	100.00%	98.57%	95.71%

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.

### 2025-26 Opportunities for Parental Involvement

#### Opportunities for Parents to Contribute

Parents at Northwood Elementary are invited and encouraged to participate in their child's education; there are a variety of opportunities available for parents to volunteer, share their expertise and time. Some of the ways parents can contribute include:

- Serve as a classroom or school volunteer
- Serve as a room parent
- Chaperone field trips
- Serve on the PTA Executive Board
- Chair PTA committees
- Volunteer to help with school and PTA sponsored events
- Serve on the School Site Council
- Organize parent communication folders
- Participate in Book Swaps
- Serve in the Library
- Support students during Language Arts or Mathematics blocks
- Contribute through our annual Fundraisers (Jog-a-thon, Donation Drive, etc.)

School and PTA sponsored activities which promote family time are scheduled throughout the year. These activities include:

- Walk-to-School Day
- Red Ribbon Week Activities
- Family Movie Nights
- Back-to-School Community Event
- Family Lunchtime
- Highwheeler Harvest Parade
- Highwheeler Haunts
- Monthly Highwheeler Huddle Assemblies
- Read Across America
- Book Fairs and Book Swaps
- Family Bingo
- Title 1 Parent Meetings
- Additional special family events

#### Parent Communication

The staff at Northwood Elementary School communicates student performance to our parents, students, and community in a variety of ways. Teachers and staff communicate with parents in the following ways:

- Thursday Highwheeler communication folders
- Trimester progress reports
- Trimester report cards
- October goal-setting conferences
- Back-to-School Night
- Open House
- Individualized Educational Plan (IEP) meetings and updates
- Classroom newsletters
- Student Study Teams (SST)
- Parent Square notification system

## 2025-26 Opportunities for Parental Involvement

- Daily planners
- Emails
- Teacher/staff to parent phone calls
- Face-to-face communication
- Letters home
- School website
- Teacher-generated websites including Canvas and Google Classroom
- School marquee
- Principal Updates via Parent Square

### Parental Shared Governance Opportunities

By building bridges with our community, Northwood families have a hand in guiding the school towards its vision. Other venues for communication regarding student performance involve formalized opportunities for parents to share in the governance and direction of the school. Examples of representative bodies that exist for parents at our school include:

- Parent Teacher Association (PTA)
- School Site Council (SSC) and English Language Advisory Council (ELAC)
- Title 1 Parent Group

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	564	546	62	11.4
Female	265	260	29	11.2
Male	299	286	33	11.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	275	267	18	6.7
Black or African American	25	24	7	29.2
Filipino	12	12	2	16.7
Hispanic or Latino	89	86	15	17.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	44	44	7	15.9
White	113	108	9	8.3
English Learners	144	135	15	11.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	214	207	41	19.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	86	84	16	19.0

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

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.87	1.05	1.24	1.04	0.93	0.92	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.24	0.00
Female	0.38	0.00
Male	2.01	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.77	0.00
English Learners	1.39	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.33	0.00

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

## 2025-26 School Safety Plan

Northwood Elementary School has adopted a Comprehensive School Safety Plan, which is reviewed and updated each year by our PTA, the School Site Council, and our staff. Key elements of the plan include our Incident Command System Organizational Chart, which outlines staff responsibilities in the event of a large-scale emergency, as well supporting documents. Additionally, our plan includes our current school discipline policy, crime statistics, and safe ingress/egress for our campus. Our staff and students practice our emergency procedures monthly, and staff members participate in training with our Irvine Police Department Threat Mitigation Officer. Our current plan was approved by our School Site Council on October 14th, 2025, and submitted to the IUSD School Board for approval.

In addition to a school wide discipline program, we encourage a safe and positive school climate through the positive reinforcement of exemplary behavior. Our students are rewarded for academic and social growth through a variety of programs including:

- School Spirit Day competitions
- ROLL Bucks, redeemable for class and schoolwide incentives
- Golden Tickets for positive behavior in Library and Innovation Lab
- Recess/Lunch ROLL bucks to enter in weekly drawings
- Hall of Fame (Upper Grade)

All students are taught behavior expectations for all settings at school in the beginning of the year, with behavior boosters throughout the year targeted to student needs. Schoolwide and classroom expectations are clearly communicated to parents and reinforced by teachers and support staff.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	7	0	0
1	23	1	2	0
2	22	1	2	0
3	25	1	2	0
4	32	0	2	0
5	25	1	2	0
6	26	1	2	0
Other	30	0	3	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	4	0	0
1	27	0	3	0
2	23	1	2	0
3	24	1	2	0
4	35	0	0	2
5	25	1	2	0
6	32	0	2	0
Other	31	0	2	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	24		2	
2	27	1	2	
3	24	1	2	
4	33		1	1
5	35			2
6	29		3	
Other	32		1	

## 2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.6
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.7

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,460	\$572	\$6,888	\$103,942
<b>District</b>	N/A	N/A	7,069	\$103,831
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.3	6.4
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-44.0	9.4

## Fiscal Year 2024-25 Types of Services Funded

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

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

## Fiscal Year 2024-25 Types of Services Funded

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

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

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

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

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

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

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

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$59,726	\$60,863
<b>Mid-Range Teacher Salary</b>	\$106,670	\$93,575
<b>Highest Teacher Salary</b>	\$137,884	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$174,086	\$157,645
<b>Average Principal Salary (Middle)</b>	\$184,591	\$165,341
<b>Average Principal Salary (High)</b>	\$210,425	\$182,580
<b>Superintendent Salary</b>	\$421,400	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	31.12%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	5.33%	4.88%

## Professional Development

Professional development has been a driving force in our continuous improvement efforts at Northwood Elementary. In addition to our three designated district days, staff participates in six 2-hour professional development sessions over the course of the school year.

## Professional Development

Over the past several years, professional development has been brought to Northwood as a response to student data, changes in instructional practices (e.g., Standards-Based Grading), and stakeholder input.

- GLAD Strategies to Support English Learners
- CASEL-5 Training
- Standards-Based Grading
- School Safety (Irvine Police Department Intruder Response Training, Stop the Bleed, CPR Training)
- Equity, Excellence, Diversity, and Inclusion
- Best First Instruction
- Behavior Response: The Escalation Cycle and Safety/Behavior Plans

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9