

Northwood High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Northwood High School
Street	4515 Portola Parkway
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-7200
Principal	Eric Keith
Email Address	ericekith@iusd.org
School Website	northwoodhigh.iusd.org
Grade Span	9-12
County-District-School (CDS) Code	30-73650-3030657

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

The vision for Northwood High School 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 2250 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. In almost every building, every four classrooms

2025-26 School Description and Mission Statement

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.

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.

Our Integrated Science program, which consists of three year-long courses, gives students an important foundation in all of the sciences by using an integrated approach. In-depth exposure to concepts from biology, physics, chemistry and earth / space sciences, with particular focus on the interrelationships among these disciplines is provided and emphasizes critical thinking skills.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	507
Grade 10	569
Grade 11	565
Grade 12	603
Total Enrollment	2,244

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	51.8
Non-Binary	0.3
American Indian or Alaska Native	0.2
Asian	60.6
Black or African American	1.9
Filipino	2.1
Hispanic or Latino	8.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	8.5
White	17.5
English Learners	6.6
Socioeconomically Disadvantaged	18.8
Students with Disabilities	5.1

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.3	89.97	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	3.78	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	5.5	6.26	83.8	5.82	15831.9	5.67
Total Teaching Positions	88.2	100	1441.5	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.5	91.02	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	1.66	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.02	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	5.9	7.3	86.2	6.22	14303.8	5.15
Total Teaching Positions	80.8	100	1384.9	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.5	86.21	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	2.62	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.8	5.67	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	4.6	5.47	56.9	4.05	13705.8	4.91
Total Teaching Positions	85.3	100	1405.3	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	3.30	1.3	2.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.30	1.3	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.7
Local Assignment Options	0.00	0	4
Total Out-of-Field Teachers	0.00	0	4.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.1	4.1	3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3	4.2	3.1

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

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, we pilot materials and then adopt according to our School Board Policy. There are sufficient materials that are used to support core instruction. We have the sufficient number of materials to support the learning of all our programs on campus.

Year and month in which the data were collected

October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2025. All core textbooks and instructional materials purchased are board approved.	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved.	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2025. All core textbooks and instructional materials purchased are board approved.	0%

Visual and Performing Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2024. All core textbooks and instructional materials purchased are board approved.	0%
Science Laboratory Equipment (grades 9-12)	All students have access to sufficient science laboratory equipment for instruction in grades 9-12.	0%

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

School Facility Conditions and Planned Improvements

We are proud to offer Northwood High School students a modern, clean, and welcoming campus that is built to support a 21st-century education. Our facilities are designed to provide students with outstanding opportunities in academics, technology, and extracurriculars. Our campus is fully equipped to support modern learning, ensuring every student has access to digital resources. The entire NHS campus features a powerful Wi-Fi network, newly upgraded in 2024. The system is built to support up to five devices per person at full capacity, providing robust and reliable internet access. With 136 indoor access points and 28 outdoor access points, students and staff are ensured a seamless connection to our network, no matter where they are on campus. We use a flexible device program. Students can "Bring Your Own Device" (BYOD) or take advantage of our 1-t-1 program to ensure everyone has the tools they need for success. For courses requiring more powerful tools, we have three dedicated computer labs. Two fully functional PC computer labs and one Apple iMac computer lab. Beyond technology, our campus features 84 instructional classrooms, 15 student work rooms, and a wide range of specialized state of the art facilities. The Media Center is available to students for research, study and collaboration with the hours of 7:15 a.m. - 4:00 p.m. Monday through Friday. A highlight of our campus, is our Performing Arts Complex. A 620-seat theatre with a professional grade stage, a "black box" for smaller, more experimental productions and a state-of-the art television production studio. We host a dedicated space for a hands-on learning, including a professional grade culinary classroom. Our physical education facilities are comprehensive and include: a three-court gymnasium, a fully equipped weight room, a dedicated wrestling room and a dance room. We will begin breaking ground this year on a small auxiliary gym that should be open for the 27-28 school year.

Year and month of the most recent FIT report

10/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			1001: 4. WATER STAIN CEILING TILES 1004: 4. CEILING TILES HAS HOLE 11. PLUG IN AIR FRESHENER IN USE 1007: 4. CEILING TILE IS LOOSE 1009: 4. CEILING TILES IS LOOSE 1026: 4. CEILING TILE IS LOOSE 1102: 4. CARPET IS STAINED 1121: 4. CARPET IS TORN 1124: 4. CARPET HAS WAVES 1206: 4. WATER STAIN CEILING TILES 1208: 4. CEILING TILES IS LOOSE

School Facility Conditions and Planned Improvements

				<p>1222: 4. CEILING TILES HAVE HOLES 1224/ COMP LAB: 4. CEILING TILES IS BROKEN 1321: 4. CEILING TILE HAS HOLE 1423: 4. WATER STAIN CEILING TILES 605: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL 912: 4. CEILING TILE IS LOOSE 913: 4. CEILING TILE IS LOOSE 924: 4. CEILING TILE IS LOOSE ADMIN BLDG: 4. WATER STAIN CEILING TILES WEIGHT RM/ 203: 4. CEILING TILES HAVE HOLES</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			904: 5. UNSECURED ITEMS ARE STORED TOO HIGH
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			<p>1004: 4. CEILING TILES HAS HOLE 11. PLUG IN AIR FRESHENER IN USE 1122: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 1303: 11. PLUG IN AIR FRESHENER IN USE</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			1101: 15. DOOR DOES NOT CLOSE PROPERLY

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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
English Language Arts/Literacy (grades 3-8 and 11)	71	79	73	74	47	48
Mathematics (grades 3-8 and 11)	66	72	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	563	550	97.69	2.31	78.73
Female	274	270	98.54	1.46	82.59
Male	289	280	96.89	3.11	75.00
American Indian or Alaska Native	--	--	--	--	--
Asian	361	354	98.06	1.94	80.51
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	81.82
Hispanic or Latino	36	34	94.44	5.56	61.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	88.24
White	88	87	98.86	1.14	75.86
English Learners	33	30	90.91	9.09	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	119	96.75	3.25	61.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	18.75

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	564	545	96.63	3.37	71.74
Female	275	264	96.00	4.00	70.08
Male	289	281	97.23	2.77	73.31
American Indian or Alaska Native	--	--	--	--	--
Asian	362	352	97.24	2.76	82.67
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	36	32	88.89	11.11	28.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	52	51	98.08	1.92	60.78
White	88	85	96.59	3.41	56.47
English Learners	34	33	97.06	2.94	48.48
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	115	93.50	6.50	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	12.50

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	58.13	68.02	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	1169	1157	98.97	1.03	63.06
Female	557	552	99.10	0.90	63.59
Male	609	602	98.85	1.15	62.56
American Indian or Alaska Native	--	--	--	--	--
Asian	711	704	99.02	0.98	70.88
Black or African American	20	20	100.00	0.00	20.00
Filipino	23	23	100.00	0.00	69.57
Hispanic or Latino	98	97	98.98	1.02	35.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	111	109	98.20	1.80	62.39
White	198	196	98.99	1.01	52.82
English Learners	58	58	100.00	0.00	12.07
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	253	246	97.23	2.77	47.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	48	90.57	9.43	12.50

2024-25 Career Technical Education Programs

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

Irvine Unified Career Technical Education (CTE) courses provide students with opportunities to explore high-demand career industry sectors aligned with the California CTE Model Curriculum Standards and the California Career Readiness Standards. The CTE program is integrated with the academic program, and many CTE courses are UC a-g approved college preparatory courses that meet admission requirements for the University of California and California State University.

Students at Northwood High School have opportunities to participate in the following Career Technical Education (CTE) coursework:

IUSD CTE Courses Offered at Northwood High School:

- Computer Graphics
- Intermediate Computer Graphics
- Advanced Computer Graphics
- 3-D Design
- Horticulture
- Advanced Horticulture
- Video Production
- Art TV/Video
- Broadcast News

2024-25 Career Technical Education Programs

Visual Imagery
Advanced Visual Imagery
Technical Theatre
Advanced Technical Theatre
AP Computer Science Principles
AP Computer Science
Principles of Engineering

Coastline ROP CTE Courses Offered at Northwood High School:

Introduction to Culinary
Advanced Culinary Arts

Partnership with Coastline ROP

Northwood High School, through a partnership with Coastline Regional Occupational Program (ROP), offers career exploration courses in various industry sectors. The program also features dual enrollment opportunities with Irvine Valley College in Biotechnology, Entrepreneurship, and Mathematics, with courses articulating with regional community colleges, often culminating in industry-recognized certifications.

Professional Development and Industry Collaboration

Northwood High School actively participates in regional consortiums, including OC Pathways, Vital Link-CTEoc, the Irvine Chamber of Commerce, and the Orange County Business Council. These collaborations provide opportunities for teachers to engage in professional development and network with business and industry representatives. Representatives often serve as guest speakers, mentors, and advisors, sharing their expertise with students and teachers. Business community members also participate in the CTE Advisory Committee.

Guidance and Counseling Support

Northwood High School has a dedicated College/Career Specialist and a Coastline ROP Career Specialist who provide personalized guidance and support to students as they prepare for postsecondary education or employment goals. The CTE program includes a robust guidance-counseling component to help students explore career options through individual meetings and group guidance sessions. These sessions cover career interest surveys, college preparation, and career planning.

College Preparation

Northwood High School provides opportunities for students to explore college and career options through events such as the District Financial Aid Night and College Fair. Students can also participate in FAFSA completion workshops and college and career presentations. Events like RACC Night, Sophomore Family Morning, and Junior Family Night provide valuable information about postsecondary options. All 10th-grade students participate in a sophomore planning conference with their parents to discuss postsecondary goals and plan their 11th and 12th-grade coursework with their counselor. In their senior year, each student meets with their counselor to ensure they are on track to meet their goals.

Career Exploration

To further support students' readiness for life after high school, Northwood High School offers a Work Experience class, ROP classes, and Irvine Valley College's CCAP classes to provide hands-on experiences and enhance academic and professional skills. Seniors can attend a variety of workshops to help with college applications, and information is shared weekly through the College & Career Center Newsletter, which includes scholarship information and volunteer opportunities. For the past two years, seniors have also participated in a real-life simulation called Bite of Reality, hosted by Schools First Federal Credit Union. This activity allows students to take on a persona and learn about managing personal finances while caring for a family.

Financial Literacy

Northwood High School collaborates with Irvine Valley College to offer presentations, workshops, and on-site counseling sessions to familiarize students with programs and application processes. Over 100 visits from military representatives, service academies, and colleges and universities are organized each year to expose students to diverse educational pathways. Workshops on managing personal finances, budgeting, and scholarships also ensure that students are well-prepared for their financial future.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	973
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	22.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.2

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.73
Graduates Who Completed All Courses Required for UC/CSU Admission	64.9

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 9	98.07%	97.88%	97.69%	97.69%	98.07%

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.

2025-26 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

2025-26 Opportunities for Parental Involvement

with technology needs, 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 600 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. NHS has a Chinese Community Liaison who is on campus one day a week to support for translation services.

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 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)

Parent Square which allows families to receive emails, announcement through the app regarding the newsletter, school announcements and recognitions. It can also serve as an autodialer in emergency situations.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.9	0.9	1.1	2.9	2	2.3	8.2	8.9	8
Graduation Rate	97.6	98.3	96.9	94.5	95.5	95.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	617	598	96.9
Female	288	283	98.3
Male	326	312	95.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	355	345	97.2
Black or African American	13	11	84.6
Filipino	11	11	100.0
Hispanic or Latino	61	59	96.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	60	59	98.3
White	113	109	96.5
English Learners	77	73	94.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	175	164	93.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	47	40	85.1

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2319	2292	177	7.7
Female	1115	1101	89	8.1
Male	1197	1184	87	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	1405	1390	72	5.2
Black or African American	44	42	8	19.0
Filipino	48	48	1	2.1
Hispanic or Latino	200	196	27	13.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	194	192	19	9.9
White	409	405	49	12.1
English Learners	174	169	20	11.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	519	510	76	14.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	124	24	19.4

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
0.52	0.63	0.78	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	0.04	0	0.04	0.01	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.78	0.00
Female	0.27	0.00
Male	1.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.43	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.22	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.97	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 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 2025-2026 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 September 25, 2025 by the School Site Council and will be reviewed in various parts at staff meetings throughout the school year.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	18	64	15
Mathematics	28	8	52	14
Science	29	6	58	15
Social Science	26	9	61	7

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	11	79	3
Mathematics	29	6	61	12
Science	29	1	68	15
Social Science	29	2	62	10

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	24	65	13
Mathematics	28	7	64	10
Science	28	4	63	13
Social Science	28	7	58	15

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	385

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,940	\$613	\$7,327	\$107,875
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	5.9	10.1
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-38.1	13.1

Fiscal Year 2024-25 Types of Services Funded

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

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

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

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

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

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

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

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

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	39.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	7
Foreign Language	1
Mathematics	9
Science	21
Social Science	19
Total AP Courses Offered Where there are student course enrollments of at least one student.	62

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 differentiation, vertical alignment, EL support strategies, inservicing 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 2025-2026 school year there are three district provided professional development days and two days (twelve hours) of site contractual staff development throughout the school year. The twelve hours are broken down as follows: Fall Conference Workshop (1.5 hours), Artificial Intelligence Appropriate Use Training (1.5 hours), State of the Student Workshop (1.5 hours), EL Support and Trauma Training (2.25 hours), Spring Conference Training (1.5 hours), Differentiation Training (2.25 hours), End of Year Reflection and Goal Setting (1.5 hours).

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	5	5	5