

Northwood Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

A Snapshot of Northwood Elementary School: Northwood Elementary is a neighborhood school that opened its doors in 1980. Throughout its 42 year history, Northwood Elementary has enjoyed impressive academic growth and strong community support. Located in Irvine, California, Northwood Elementary School serves approximately 500 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 approximately 20 different language groups. Northwood students continually outperform their state counterparts in standardized testing, and remain competitive among similar 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.

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 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)

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	61
Grade 2	65
Grade 3	62
Grade 4	65
Grade 5	74
Grade 6	69
Total Enrollment	471

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.4
Asian	38.2
Black or African American	5.3
Filipino	2.1
Hispanic or Latino	19.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.9
White	22.1
English Learners	24.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	27.8
Students with Disabilities	8.7

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.90	100.00	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	10.90	100.00	1371.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	N/A		N/A
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2022. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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. Northwood provides before and after school supervision by certificated staff members and the staff works as a team in an effort to prevent unauthorized access to school. There are established procedures for check in / visitors, supervision of grounds, student pick-up and drop off. 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.

Northwood is in the process of putting the finishing touches on our Measure E project, 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. As part of this project, 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. We are also in the process of adding an additional storage unit, which should be completed in January 2023. 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. Finally, Northwood Elementary teachers won a \$20,000 grant from the Irvine Public Schools Foundation to purchase furniture and materials to complete our Innovation Lab. We anticipate completion of this project by the end of the 2022-2023 school year.

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.

Year and month of the most recent FIT report

9/8/2022

School Facility Conditions and Planned Improvements

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		10: 4. WATER STAIN CEILING TILE K17: 4. WATER STAIN CEILING TILE LOUNGE: 4. WATER STAIN CEILING TILE P 23: 4. WATER STAIN CEILING TILE P 24: 4. WATER STAIN CEILING TILE P25: 4. WATER STAIN CEILING TILE R-8: 4. WATER STAIN CEILING TILE R-9: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			12: 7. LIGHT DIFFUSER IS CRACKED BOYS RR: 7. LIGHT PANEL IS OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			CC: 11. PAINT CHIPPING ON DOOR FRAME WRK RM AREA: 11. PAINT CHIPPING ON DOOR FRAME
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	68	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	66	N/A	68	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	268	98.17	1.83	67.54
Female	147	144	97.96	2.04	66.67
Male	126	124	98.41	1.59	68.55
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	106	103	97.17	2.83	82.52
Black or African American	16	16	100.00	0.00	56.25
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	28.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	77.78
White	62	61	98.39	1.61	63.93
English Learners	48	46	95.83	4.17	34.78
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	50.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	29	96.67	3.33	34.48

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	268	98.17	1.83	66.04
Female	147	144	97.96	2.04	57.64
Male	126	124	98.41	1.59	75.81
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	106	103	97.17	2.83	84.47
Black or African American	16	16	100.00	0.00	56.25
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	28.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	72.22
White	62	61	98.39	1.61	60.66
English Learners	48	47	97.92	2.08	29.79
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	75	74	98.67	1.33	47.30
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	30	29	96.67	3.33	27.59

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	55.41	NT	61.37	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67	1.33	55.41
Female	37	36	97.3	2.7	50
Male	38	38	100	0	60.53
American Indian or Alaska Native	0	0	0	0	0
Asian	30	29	96.67	3.33	72.41
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100	0	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	66.67
White	11	11	100	0	36.36
English Learners	12	11	91.67	8.33	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100	0	42.86
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.

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.67%	100.00%	100.00%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 Family Activities

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 Film Nights
- Back-to-School Community Event
- Family Lunchtime

2022-23 Opportunities for Parental Involvement

- Highwheeler Harvest Parade
- Highwheeler Haunts
- Highwheeler Hero Assembly
- Monthly PTA Socials
- Read Across America Day
- Book Fairs and Book Swaps
- Family Bingo
- Title 1 Parent Meetings
- ELAC 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
- Monthly character recognition
- Classroom newsletters
- Student Study Teams (SST)
- School Newsletter
- Parent Square notification system
- Daily planners requiring parent signatures
- 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 Newsletter

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)
- Title 1 Parent Group
- English Language Advisory Council (ELAC)

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	516	498	80	16.1
Female	262	255	47	18.4
Male	254	243	33	13.6
American Indian or Alaska Native	2	2	0	0.0
Asian	210	197	17	8.6
Black or African American	28	26	7	26.9
Filipino	11	10	2	20.0
Hispanic or Latino	96	94	26	27.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	38	38	5	13.2
White	111	111	23	20.7
English Learners	128	122	21	17.2
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	155	152	42	27.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	51	11	21.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.17	0.73	2.45
Expulsions	0.00	0.01	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.19	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.00
Female	0.00	0.00
Male	0.39	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Northwood School has adopted a comprehensive Safe School Plan, which is reviewed and updated each year. Our plan is evaluated yearly and amended, as needed by the School Site Council or School Safety Planning Committee. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition to a school wide discipline program, each teacher has established classroom discipline expectations. Copies of expectations and consequences are provided to each parent and student at Back to School Night. Many teachers have on-going teacher developed incentive programs in their classrooms. The best way to keep children safe, however, is to encourage them to behave safely and be their best selves. We promote safety 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 awards
- Character recognition
- ROLL Bucks, redeemable for class 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)

To reinforce adaptive behaviors and discourage maladaptive behaviors, all students are taught behavior expectations for all settings at school in the beginning and throughout the year. These expectations are also clearly communicated to parents and reinforced by teachers and support staff. Additionally, students engage in regularly scheduled emergency drills, and teachers are trained to implement lockdowns, search and rescue, and first aid.

At Northwood, we pursue an integrated approach to creating a safe and positive school environment by complementing our academic programs with our Positive Behavioral Intervention and Supports (PBIS) system. The logic, tenets, and principles of PBIS are similar to those represented in Response-to-Instruction (RTI) such that universal screening, continuous progress monitoring, data-based decision making, implementation fidelity, are evidence-based interventions implemented. Literacy and numeracy implementation frameworks are examples of the application of RTI for academic behavior, and PBIS is an example of the application of RTI for social behavior. Northwood Elementary School is also proud to partner with Harper for Kids to teach our students important character traits from legendary UCLA Coach John Wooden's Pyramid of Success and his definition of success for children which is: "Success is happiness in your heart because you made the effort, 100%, to do your best!"

- Continue to implement staff development in Positive Behavioral Intervention and Supports (PBIS).
- Continue to provide continuous training for our PBIS Team and PBIS Coach/Principal.
- Implement Tier II IPBS with PBIS Coach/Principal/IPBS Tier II Team.
- Continue to implement and adjust a school-wide PBIS behavior matrix (R.O.L.L.: Respectful, On time & Ready, Living Responsibly, Living Safely) to meet the needs of Northwood's school culture and climate.
- Continue to conduct PBIS walkthroughs with all students at the beginning of the school year to communicate behavioral expectations.
- Continue to hold behavior boosters for all grade levels during the first two weeks of the school year as well as during the middle of the year.
- Continue to teach and reinforce character development school-wide.

Other staff trainings that emphasize a safe school climate include:

- Staff trained in the implementation of Tier I PBIS.
- Staff trained in Tier II interventions and supports for IPBS which supports PBIS.
- Staff trained by Irvine Police Department School Liaison in the areas of: (1) school lock downs, (2) search and rescue, (3) student supervision/parent reunification, and (4) triage and first aid.
- Staff trained in administering an Automatic External Defibrillator (AED) and EpiPen.
- Creating peanut-free areas at the lunch tables for students with peanut allergies.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	14	4		
1	30		2	
2	30		2	
3	31		2	
4	28	1		
5	31		3	2
6	30		6	
Other	32		2	1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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		
1	20	2	1	
2	20	2	1	
3	21		1	
4	10	6		
5	13	5		
6	20	2	1	
Other	25	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	6		
1	24		2	
2	27		2	
3	21	2	1	
4	22	1	2	
5	25	1	2	
6	35			2
Other	28		2	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7716	\$505	\$7211	\$94,332
District	N/A	N/A	5796	\$86,958
Percent Difference - School Site and District	N/A	N/A	21.8	8.1
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	8.9	10.0

2021-22 Types of Services Funded

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

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,071	\$51,081
Mid-Range Teacher Salary	\$89,426	\$77,514
Highest Teacher Salary	\$115,594	\$105,764
Average Principal Salary (Elementary)	\$144,393	\$133,421
Average Principal Salary (Middle)	\$152,197	\$138,594
Average Principal Salary (High)	\$174,854	\$153,392
Superintendent Salary	\$335,993	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Professional development has been a driving force in our continuous improvement efforts at Northwood Elementary. Over the past several years, professional development has been brought to Northwood as a response to student data, changes in instructional practices with the adoption of Common Core State Standards, increased technological developments, and stakeholder input.

- (1) Common Core State Standards in English Language Arts and Mathematics, including focus on Intellectual Risk Taking and Growth Mindset
- (2) Positive Behavioral Interventions and Supports (PBIS) and Intensive PBIS Systems of Support (IPBS)
- (3) Step Up to Writing
- (4) Professional Learning Community (PLC)
- (5) Multi-tiered Support System (MTSS), Response to Instruction (RTI) and Intervention
- (6) Application of technology to support learning
- (7) Thinking Maps
- (8) Character Development Program based on Coach John Wooden's Pyramid of Success
- (9) EQ Schools: Supporting Schools to build cultures that put the wellbeing and emotional intelligence of students and educators first.
- (10) School Safety (Irvine Police Department Intruder Response Training, Stop the Bleed, CPR Training)
- (11) Equity, Excellence, Diversity, and Inclusion
- (12) First-Best Instruction

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	12	12