

Northwood High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Northwood High School
Street	4515 Portola Parkway
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-7202
Principal	Leslie Roach
E-mail Address	leslieroach@iusd.org
Web Site	http://northwoodhigh.org/
CDS Code	30-73650-3030657

District Contact Information	
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

School Description and Mission Statement (School Year 2016-17)

Northwood High School, a fully accredited secondary education institution, rests in the hills adjacent to the Northwood community of North Irvine. The vision for NHS embraces a collaborative model in which teachers dissolve the boundaries that traditionally separate classrooms and disciplines and work together to write and refine curriculum. Our school currently serves 2240 students ranging from grades nine through twelve. 6.9% of our students are identified as English Language Learners. Students are enrolled in advanced placement, honors level, college preparatory and non-college preparatory course work. We also provide four different special education programs for our 116 identified special education students. These programs include a full inclusion model that assists special education students within regular education classrooms, special day classes designed for students with disabilities requiring support beyond the regular education classroom, a separate program for developmentally disabled students, and a speech and language program. The physical structure of our school supports a spirit of collaboration. Every four classrooms are joined together by an adjacent student workroom. Our student workrooms or “pods” allow teachers and students from different disciplines to open the doors of their classrooms and interact. We also built the following features into our program to personalize the nature of student to teacher and teacher to teacher interactions.

Advisement

We believe students receive greater individual attention and security within smaller learning communities; therefore, our teacher advisement program ensures that each Northwood High School student remains with one adviser, and one group of students, for the duration of his or her 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 forty minutes of tutorial time twice a week for students and teachers to meet outside the context of large group instruction. Tutorial provides many opportunities for students to work individually with their teachers, to meet with other students to work on group projects, as well as to engage in many other learning opportunities.

Humanities Core Program

Our Humanities Core Program also facilitates collaboration by pairing 9th and 10th grade English and History teachers together. 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.

Long-block schedule

Our ninety 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. Students attend a maximum of four classes daily and the sustained time within each class allows students more time to internalize essential concepts and to balance their workload over the course of two nights.

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

Pursuing growth is our school-wide responsibility

We believe all students can learn.

We believe students learn differently.

We believe learning is an active and ongoing process.

We believe collaboration enhances learning.

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

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

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

We believe embracing diversity fosters understanding and strengthens our community.

We believe making a connection to school is essential.

We believe in compassion, mutual respect, and trustworthiness.

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	579
Grade 10	608
Grade 11	537
Grade 12	516
Total Enrollment	2,240

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	55.4
Filipino	3.2
Hispanic or Latino	6.3
Native Hawaiian or Pacific Islander	0.3
White	29.5
Two or More Races	2.9
Socioeconomically Disadvantaged	7.8
English Learners	6.9
Students with Disabilities	5.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	87.46	90.72	92.12	1419.03
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	14.65	15.15	11.15	105.84

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by a survey conducted in September 2016. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in September, 2016. All textbooks purchased are state-adopted, and are standards aligned.	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)	All students are provided an individual textbook or instructional material. All textbooks purchased are state-adopted, and are standards aligned.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school has 84 rooms that can be utilized for instruction, and every room is wired to the Internet with at least 4 connections. Each of the 14 adjacent student workrooms is also wired with 20 connections. Northwood recently added a new building (1400 building) to accommodate the needs of the Special Education department as well as the World Languages department. There are four fully functioning computer labs, 15 student workrooms with from 5 to 20 computers in each, and seven remote lap top carts with 35 computers on campus and a state of the art digital language lab available for instruction in our World Languages courses. The Media Center is accessible Monday through Friday between the hours of 7:00 am and 3:45 pm; it houses 35 laptops. Each of these computers is also networked with access to Northwood's local area network. The staff lounge was relocated two years ago to a more central location on campus. It now includes a full kitchen, two large refrigerators, a large-screen TV, vending machines, foosball table, and an adjoining conference room for staff meetings.

Northwood High School also has a 620-seat theater with a professional stage, black box, and state of the art television production studio. Our school boasts an 1800-seat, three court gymnasium, a fully equipped weight room, wrestling room, and dance room. The school has a newly designed kitchen to facilitate the Culinary Arts Program that was established during the 2015-2016 school year. The Culinary Arts kitchen is a dedicated space with commercial grade equipment and appliances, including gas ranges and ovens, convection ovens, hoods, and walk-in refrigerator. There are three large TV screens that display instructional materials and live feeds from two separate demo cameras. The kitchen has its own areas for storage, dishwashing, lecture, and food prep. It also has a laptop cart for classroom activities and projects.

Northwood High School has maintained the cleanliness and beauty of a new school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	86	85	77	78	44	48
Mathematics	78	81	74	75	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	540	528	97.8	85.2
Male	11	282	276	97.9	80.1
Female	11	258	252	97.7	90.8
Asian	11	280	275	98.2	89.0
Filipino	11	14	13	92.9	92.3
Hispanic or Latino	11	43	43	100.0	67.4
White	11	180	175	97.2	83.4
Two or More Races	11	12	12	100.0	83.3
Socioeconomically Disadvantaged	11	46	45	97.8	73.3
English Learners	11	30	29	96.7	34.5
Students with Disabilities	11	34	33	97.1	36.4

Note: 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 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	540	529	98.0	81.0
Male	11	282	277	98.2	79.0
Female	11	258	252	97.7	83.2
Asian	11	280	276	98.6	89.0
Filipino	11	14	13	92.9	92.3
Hispanic or Latino	11	43	43	100.0	40.5
White	11	180	175	97.2	76.6
Two or More Races	11	12	12	100.0	91.7
Socioeconomically Disadvantaged	11	46	45	97.8	53.5
English Learners	11	30	29	96.7	48.3
Students with Disabilities	11	34	33	97.1	27.3

Note: 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 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.

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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91	93	93	88	88	87	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	605	598	98.8	93.0
Male	300	295	98.3	91.2
Female	305	303	99.3	94.7
Asian	344	342	99.4	96.2
Filipino	16	16	100.0	93.8
Hispanic or Latino	38	36	94.7	88.9
White	169	166	98.2	86.8
Two or More Races	22	22	100.0	100.0
Socioeconomically Disadvantaged	40	40	100.0	87.5
English Learners	38	38	100.0	73.7
Students with Disabilities	35	30	85.7	76.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

Students at each of the Irvine Unified School District's high schools have opportunities to participate in CTE coursework that provides them with the skills to pursue careers in high demand industries in Southern California. Over 2,500 students enrolled in one or more CTE courses during 2015-2016. Course offerings in career pathways leading to post-secondary employment and college or university education programs are in; Horticulture, Digital, Visual and Media Arts, Production and Managerial Arts –Theater, Music Technology, and Video Production, Hospitality-Culinary Arts, Engineering Design, Information and Communication Technologies, Entrepreneurship, and Automotive Service-Repair and Maintenance. CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. Most CTE courses are UC a-g approved college preparatory courses meeting course requirements for admission to the University of California and California State University campuses. The CTE program has expanded to the middle schools where Grades 7 and 8 students participate in career exploration with hands-on projects in engineering, robotics, digital media arts and video production. The CTE program includes a strong guidance-counseling component.

The district's partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available to students on our campuses and at other high school campuses through after school and summer courses. These opportunities include courses in the high demand healthcare careers and internships in a variety of industry sector courses. The district is exploring dual college/high school enrollment with an offering of a Biotechnology course in partnership with Irvine Valley College. The CTE program includes courses that articulate with regional community colleges establishing a pathway for students to continue their career education in an Associated Arts degree or certificate program at the community college.

The district is a member of regional consortiums including participating members in OC Pathways, CTEoc (CTE Orange County), and the Irvine Chamber of Commerce. Teachers from each career pathway network with business and industry representatives who serve as guest speakers, mentors, and advisors. Additional connections for students are made through virtual meetings and virtual job shadow opportunities with business representatives using innovative Nepris© and Virtual Job Shadow© applications.

Data from the Irvine Chamber of Commerce and the Orange County Workforce Development Board indicates robust job growth in the district's career pathways related to industry clusters in life sciences, information technology, aerospace[engineering], advanced manufacturing [engineering design] digital arts and media, and hospitality and tourism. High growth companies in Irvine include Medical Device Makers (engineering and biotechnology), Computer product companies (Information and Communication Technologies), and business services (Entrepreneurship).

The 2016-2017 U.S.Bureau of Labor Statistics Occupational Handbook projects a ten-year growth in employment in healthcare, computer and mathematical careers, architecture and engineering occupations. Orange County Business Council's Workforce Indicators Report 2015- 2016 shows that strong regional industry clusters are supported with the district's CTE program and are an engine for economic growth and development in Southern California; Professional and Business Services (Entrepreneurship, Horticulture/Landscape Design), Healthcare (ROP Health career courses), and Tourism (Culinary Arts and Production Managerial Arts). The clustering in the region of several high-value industries represent key drivers of the Orange County economy, providing high-skill, high-wage occupations, such as Advanced Electronics (Engineering), Biotechnology, Information Technology (Information and Communication Technologies), Advanced Manufacturing, Medical Device, and Healthcare.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	717
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	70%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.08
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	81.3

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.4	44.2	43.7

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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

The Parent Teacher Student Association (PTSA) supports basic educational needs that impact all students and communicates directly with Northwood HS administrators and faculty. Due to generous donations, PTSA has been able to support the school by purchasing several laptops for the Media Center, document cameras, science lab equipment, graphing calculators and other classroom supplies, and has been providing funds every year to support a full-time Health Clerk, 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. During the 2015-2016 school year, a total of 443 families were part of PTSA. This included 791 individual members and 94 staff members. This year, numbers continue to increase as the school year moves forward. PTSA membership is currently at 418 families (794 individual members and 107 staff members) and PTSA leadership hopes to reach its goal of 800 members for the 2016-2017 school year. Among the 36 Irvine schools, Northwood High School has held the #1 spot for number of memberships for the past few years.

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 six 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 CELDT scores, course placement, the redesignation process, et cetera. The committee usually meets 3-4 times a year. All students currently or previously identified as English Language Learners and their families are encouraged to attend to gain a better understanding of all the available supports that are provided to the community either by the school or the district.

Athletics Boosters is an all-volunteer group of parents, staff, and other interested parties whose mission is to enrich the Northwood High School athletics community and the community at-large by providing financial support for Northwood High School athletics. The Athletics Boosters Club was established to encourage parent participation and to raise funds to enhance and expand the athletics programs that are available to each student at Northwood High School. In addition to financial 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. Its most important fundraiser of the year is the Timberwolf 5K, a community-wide run/walk event typically held in February. 2015-2016 membership consists of 579 families for 568 student athletes.

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. 2016-2017 membership in Choral Music Boosters currently includes 66 families. 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. 2016-2017 membership consists of 287 members.

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

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

School bulletin via e-mail

School Messenger (Email and Auto Dialer)

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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.10	0.00	0.60	2.40	2.60	2.80	11.40	11.50	10.70
Graduation Rate	97.26	98.70	97.01	95.48	95.78	94.75	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	97	96	86
Black or African American	100	87	78
American Indian or Alaska Native	100	100	78
Asian	98	97	93
Filipino	95	98	93
Hispanic or Latino	92	93	83
Native Hawaiian/Pacific Islander	0	100	85
White	97	95	91
Two or More Races	92	94	89
Socioeconomically Disadvantaged	70	84	66
English Learners	93	75	54
Students with Disabilities	100	92	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.2	1.6	1.4	1.3	1.4	1.2	4.4	3.8	3.7
Expulsions	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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.

The Safe School Action Plan focuses on two areas of need and corresponding goals. The first area being attendance concerns, specifically students that repeatedly miss individual periods or entire days of school. When students are missing from school there is a concern regarding the loss of instructional time, as well as the safety of the students that are not on campus (unbeknownst to their parents) during the school day. The second area of concern involved parking lot safety and student drivers. Before and after school, the parking lot is full of parents dropping off or picking up their children, students driving to and from school, and a large number of students arriving at school by foot or by bike. The vehicular and pedestrian traffic at times becomes precarious as drivers travel at unsafe speeds or students are unaware of their surroundings. With so many teenage drivers on campus, we felt that there was a strong need to educate them in the ways of safe driving. Our goal continues to be to create a safe campus for students, parents and teachers.

The elements of this plan were last reviewed in the October 2016 by the School Site Council and have been reviewed in various parts at staff meetings throughout the school year.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	46.7

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	9	54	17	27	13	71	5	27.1	13	74	6
Mathematics	29	8	28	30	27	3	9	3	29	4	59	13
Science	31	4	29	30	31	4	38	26	31	8	44	18
Social Science	30	3	42	17	30	4	46	21	28	8	57	10

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.2	431
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.8	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	7.5	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,579	\$393	\$5,186	\$80,267
District	N/A	N/A	\$4,979	\$77,121
Percent Difference: School Site and District	N/A	N/A	4.2	4.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-8.6	5.8

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

Types of Services Funded (Fiscal Year 2015-16)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a base of per-student funding that varies slightly depending on grade level. All districts also receive supplemental funding. This additional funding adds 20 percent to the base funding for each English-language learner, low-income student and foster youth. 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.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,105	\$45,092
Mid-Range Teacher Salary	\$78,770	\$71,627
Highest Teacher Salary	\$101,821	\$93,288
Average Principal Salary (Elementary)	\$118,926	\$115,631
Average Principal Salary (Middle)	\$123,149	\$120,915
Average Principal Salary (High)	\$139,516	\$132,029
Superintendent Salary	\$264,920	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	4	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	4	N/A
Social Science	2	N/A
All courses	36	3%

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Since the inception of NHS, we have examined the needs of both our student and staff population in conjunction with the overarching goals of the district to determine the appropriate focus for staff development. Staff Development time has been focused in the last few years on standards alignment, vertical alignment, developing formative assessments, in-servicing on our Teacher Advisement program and conferences, developing common core curriculum to be taught and recognized for students and providing necessary support to support students both academically and emotionally. Last year our focus also incorporated the adoption of the new Common Core Standards. Staff Development is supported through schoolwide staff development days and late start mornings as well as department collaboration time and release days.