

Northwood Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Northwood Elementary School
Street	28 Carson Street
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-5950
Principal	Janelle Mazza
E-mail Address	janellemazza@iusd.org
Web Site	www.iusd.org/nw/
CDS Code	30-73650-6100861

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

School Description and Mission Statement (School Year 2018-19)

Mission Statement:

“Our mission is to prepare our students to face the challenges of the future and be their best selves.”

A Snapshot of Northwood Elementary School: Northwood Elementary is a neighborhood school that opened its doors in 1980. Throughout its 38 year history, Northwood Elementary has enjoyed impressive academic growth and strong community support. Located in Irvine, California, Northwood Elementary School serves approximately 600 students, kindergarten 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. Over the past decade Northwood’s Academic Performance Index (API) has shown continuous improvement, climbing from 790 in 1999, to 933 in 2013, a growth of 143 points. Northwood Elementary became a California Distinguished School in 2002, a testimony to the devotion of Northwood’s talented teachers, diligent students, and caring community. In 2008, the U.S. Department of Education awarded Northwood Elementary the prestigious Blue Ribbon Award for its high academic performance.

Mission

At Northwood Elementary School, our dedicated teaching staff, hardworking students, and supportive parents hold high expectations for student success. Our mission statement answers the question, “Why do we exist?” and speaks to our high expectations: “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) creating after-school programs, (b) offering learning opportunities beyond reading, writing and math such as art, music and physical fitness, (c) utilizing computer-aided programs, and (d) fostering community service oriented activities. 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. Northwood Elementary embodies the spirit of No Child Left Behind by: (a) identifying all students with learning difficulties, (b) providing research-based interventions (e.g., Response to Instruction and extended learning opportunities) to help those with learning difficulties improve, (c) using proficiency data to measure learning levels, (d) setting individualized learning goals, and (e) continuously improving instruction. In so doing, we endeavor to have all our students perform at high levels.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	63
Grade 1	90
Grade 2	87
Grade 3	97
Grade 4	94
Grade 5	95
Grade 6	123
Total Enrollment	649

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.5
Asian	43.1
Filipino	1.8
Hispanic or Latino	13.7
Native Hawaiian or Pacific Islander	0.3
White	25.9
Socioeconomically Disadvantaged	24.5
English Learners	27.4
Students with Disabilities	8.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	28.40	26.35	23.80	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	77.61

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

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 August, 2018. 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 August, 2018. 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 August, 2018. 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 August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

During the summer of 2007-08, Northwood Elementary underwent extensive re-modernization. Upgrades 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). In 2008-09, the computer lab was equipped with new computers and monitors, and all portable classrooms were outfitted with 4 networked computers per room. For the 2009-10 school year, all ball walls were replaced, new playground swings were installed, a new marquee was mounted on the front of the school, and backpack racks were hung to create more space in the classrooms and improve flow through the hallways. In 2010-11, a second computer lab was created to support 21st century learning for Northwood's growing student population. In 2014-2015, 2 mobile Chromebook carts were provided for upper grade student and in 2015-2016, 2 additional Chromebook carts were provided, given 3rd, 4th, 5th and 6th each a cart which allowed increased flexible use of technology.

The Irvine Unified School District is at the vanguard of the "green schools" movement; the IUSD Board of Education approved a historic plan to place energy-generating solar panel systems at 16 district sites, including Northwood Elementary School. Upon completion, this ambitious project will be the largest solar deployment for a public school system in California, and possibly the United States. The clean, silent renewable energy systems are anticipated to save the district \$8 million in energy expenses over 20 years based on conservative estimates. 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 12/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	10: 2. DIRTY VENTS BLOWING DUST 4. WATER STAIN CEILING TILES
Interior: Interior Surfaces	Good	10: 2. DIRTY VENTS BLOWING DUST 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	R-5: 15. WEATHER STRIPPING IS BENT ON DOOR

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/11/2018	
Overall Rating	Exemplary

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. 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); 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
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	73.0	72.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	68.0	68.0	74.0	74.0	37.0	38.0

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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	413	407	98.55	71.99
Male	216	213	98.61	71.83
Female	197	194	98.48	72.16
Black or African American	20	20	100.00	55.00
American Indian or Alaska Native	--	--	--	--
Asian	185	182	98.38	79.67
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.00	53.57
White	102	100	98.04	68.00
Two or More Races	43	43	100.00	76.74
Socioeconomically Disadvantaged	111	110	99.10	51.82
English Learners	136	132	97.06	63.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	44	43	97.73	37.21

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

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	413	408	98.79	67.89
Male	216	214	99.07	72.9
Female	197	194	98.48	62.37
Black or African American	19	19	100	36.84
American Indian or Alaska Native	--	--	--	--
Asian	185	184	99.46	81.52
Filipino	--	--	--	--
Hispanic or Latino	56	56	100	37.5
White	103	99	96.12	61.62
Two or More Races	43	43	100	79.07
Socioeconomically Disadvantaged	110	109	99.09	42.2
English Learners	136	135	99.26	66.67
Students with Disabilities	44	42	95.45	30.95

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

Note: 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
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	24.7	41.9

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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
- Tutor students during Language Arts or Mathematics blocks
- Contribute through our annual Fundraisers (Jog-a-thon, Donation Drive, See’s Candy, 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
- Family Film Nights
- Back-to-School Community Event
- Family Lunchtime
- Fall Festival and Spring World Fair
- Read Across America Day
- Book Fairs and Book Swaps
- Family Astronomy Night
- 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
- School Messenger phone 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
- School marquee
- List-serve email communication
- Hghwheeler Highlights Weekly News videos

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)

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.3	0.8	0.3	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 weekly trophy awards
- Monthly character recognition
- 'ROLL Bucks, redeemable for class incentives

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 assemblies 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 Liason, Dr. Ray Chips 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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		31		3		32		2	
1	27		3		27		3		30		3	
2	29		3		28		3		25		3	
3	28		4		29		4		27		4	
4	30		4		32		2	1	31		3	
5	29		3		32		2	2	32		3	
6	32		3	1	29		4		31		3	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	*
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.37	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.9	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,294	\$374	\$4,919	\$80,464
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-12.3	-2.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-36.6	-0.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire 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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

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) 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

Below is an outline of these areas of staff development:

- (1) Common Core State Standards in English Language Arts and Mathematics
 - Close Reading strategies
 - Transition to Common Core Standards
 - Smarter Balanced Assessment Continuum (SBAC)
 - 14/15 District adopted math curriculum for all grade levels
 - UCI Math project
 - Standards for Mathematical Practices
 - 6th / 7th grade collaboration on articulation and vertical alignment
 - 17/18 District adopted English/Language Arts curriculum
- (2) Positive Behavioral Interventions and Supports (PBIS) and Intensive PBIS Systems of Support (IPBS)
 - District overview and follow up of Tier 1 PBIS program
 - Staff collaboration of behavioral values, norms, expectations, incentives and responses
 - Staff professional development of Tier 2 responses to behavior
 - IPBS Team and MTSS professional development around identifying and responding to behaviors
- (3) Writing
 - Initial and follow up training in Step-Up-to-Writing for K-6 teachers
- (4) Professional Learning Community (PLC)
 - Overview of PLC process with staff, leadership team and grade levels
 - PLCs meet at least twice a month to review and respond to student data by making instructional decisions for Tier 1 instruction and Tier 2/3 intervention

(5) Multi-tiered Support System (MTSS), Response to Instruction (RTI) and Intervention

- Staff overview of MTSS process and SST process
- MTSS Team professional development on best practices, process and progress monitoring
- Staff Development on interventions strategies and programs to support academically struggling students and English Language Learners
- Staff Development on RTI Process and EIRM reading strategies
- PLC and SST training on intervening for struggling students

(6) Application of technology to support learning

- Use of Canvas as a student / parent communication device, online instructional resources and online assignments
- Staff development around use of Google instructional applications, including Google Docs, Google Presentation, and Google Classroom
- Staff development on technological programs and tools (such as Aeries Gradebook)
- Support for administration of SBAC assessment in grades 3-6

(7) Thinking Maps

- Staff development in using Thinking Maps in the classroom to deepen student learning
- Use of Thinking Maps in the classroom to help students organize their thinking and learning about all subjects

(8) Character Development Program based on Coach John Wooden's Pyramid of Success

- Staff overview of Coach John Wooden's Pyramid of Success
- Staff training in teaching the Pyramid of Success to all students