

# Northwood High 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)**

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

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

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

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 2196 students ranging from grades nine through twelve. 8% 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 different special education programs for our identified special education students. These programs include a full inclusion model that assists special education students within regular education classrooms, special day classes designed for students with disabilities requiring support beyond the regular education classroom, a separate program for developmentally disabled students, and a speech and language program. The physical structure of our school supports a spirit of collaboration. 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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	506
Grade 10	503
Grade 11	620
Grade 12	616
<b>Total Enrollment</b>	<b>2,245</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	1.9
American Indian or Alaska Native	0.4
Asian	54.7
Filipino	3.5
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0.2
White	27.5
Socioeconomically Disadvantaged	15.3
English Learners	7.4
Students with Disabilities	6.4
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
<b>With Full Credential</b>	92.12	93.15	92.66	1507.07
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	11.15	6.00	7.00	77.61

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials purchased are board approved.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	All students are provided an individual textbook or instructional material. All textbooks purchased are board approved and are standards aligned.	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 purchased are board approved.	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. There are four fully functioning computer labs, 15 student workrooms with from 5 to 20 computers in each, and fifteen 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 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)**

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: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Good	1010: 4. BLINDS ARE BROKEN AT ENTRY (PER LOCKDOWN PROCEDURES)/ WATER STAIN CEILING TILE 1026: 4. WATER STAIN CEILING TILES 1124: 4. CARPET HAS WAVES/ TRIP HAZARD 1304: 4. CARPET IS RAISED IN MIDDLE OF ROOM/ TRIP HAZARD 400 OFC: 4. SMALL WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON DOOR 915: 4. CARPET HAS WAVES/ TRIP HAZARD LIBRARY MEDIA CENTER: 4. TRIM IS LOOSE ON CEILING WOMEN'S RR: 4. METAL TRIM IS LOOSE AT BASE OF STALL
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	400 OFC: 4. SMALL WATER STAIN CEILING TILE 11. PAINT IS CHIPPING ON DOOR 913: 11. PAINT IS CHIPPING ON DOOR 914: 11. PAINT IS CHIPPING ON DOOR MEN'S LOCKER RM: 11. PAINT IS CHIPPING ON FLOOR 12. HOLE IN SIDING AT ENTRY WOMEN'S LOCKER RM: 11. PAINT IS CHIPPING ON DOOR 15. WEATHER STRIPPING IS TORN ON DOOR
<b>Structural:</b> Structural Damage, Roofs	Good	1013/ STUDENT STORE: 12. EXTERIOR WALL IS CRACKED AND BROKEN AT BASE BELOW DRINKING FOUNTAINS 1208: 12. EXTERIOR WALL IS CRACKED AND BROKEN AT BASE 1210: 12. EXTERIOR WALL IS CRACKED AND BROKEN AT BASE MEN'S LOCKER RM: 11. PAINT IS CHIPPING ON FLOOR 12. HOLE IN SIDING AT ENTRY
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	1009: 14. CONCRETE WALKWAY IS CRACKED WITH HOLE/ TRIP HAZARD WOMEN'S LOCKER RM: 11. PAINT IS CHIPPING ON DOOR 15. WEATHER STRIPPING IS TORN ON DOOR

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/15/2018	
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)	88.0	76.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	81.0	74.0	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	617	588	95.30	75.51
Male	291	281	96.56	74.02
Female	326	307	94.17	76.87
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	362	349	96.41	82.23
Filipino	21	20	95.24	75.00
Hispanic or Latino	40	39	97.50	48.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	149	137	91.95	68.61
Two or More Races	28	27	96.43	77.78
Socioeconomically Disadvantaged	92	86	93.48	58.14
English Learners	76	70	92.11	38.57
Students with Disabilities	23	19	82.61	36.84

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	617	589	95.46	73.68
Male	291	281	96.56	75.09
Female	326	308	94.48	72.4
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	362	350	96.69	84.86
Filipino	21	20	95.24	65
Hispanic or Latino	40	39	97.5	38.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	149	137	91.95	62.04
Two or More Races	28	27	96.43	66.67
Socioeconomically Disadvantaged	92	86	93.48	52.33
English Learners	76	71	93.42	61.97
Students with Disabilities	23	19	82.61	26.32

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.



## Career Technical Education Programs (School Year 2017-18)

Students at Northwood High School have opportunities to participate in Career and Technical Education (CTE) coursework that provides them with the skills to pursue careers in high demand industries in Southern California. The career pathways leading to post-secondary employment and college or university education programs are; Digital, Visual and Media Arts, Culinary Arts, Ornamental Horticulture, Production and Managerial Arts – Theater Stage Craft and Video Production, Engineering Design, Information and Communication Technologies. CTE courses are aligned with the CA CTE Model Curriculum Standards and the CA Career Readiness Standards. The CTE program is integrated with the academic program and satisfy high school graduation requirements. 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 a strong guidance-counseling component where students participate in career exploration through individual student-counselor meetings and group guidance lessons that include career interest surveys and preparing for college and career.

The district’s partnership with Coastline ROP (Regional Occupation Program) makes additional career exploratory courses available in all industry sectors. Dual enrollment courses with Irvine Valley College are offered in Biotechnology and Business Management. The CTE program includes courses that articulate with regional community colleges.

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 participate in professional development and network with business and industry representatives who serve as guest speakers, mentors, and advisors. Members of the business community participate in the career and technical education advisory committee.

### Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	628
% 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	80.0

### 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
9	4.8	25.5	68.3

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)

---

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, speakers for parents and students, advocacy programs to Sacramento to meet government officials, and all the necessary emergency supplies to maintain the NHS staff and student body for an extended amount of time during a disaster. In addition, PTSA runs the Student Store at lunch each day offering spiritwear, school supplies and healthy snacks, supports the Kick-off Day process, provides Staff Appreciation lunches, and creates a fun and safe Grad Night party for graduates each year. The general PTSA has approximately 700 members. This year NHS staff met with the Chinese parent committee (approximately 150 attendees) as well as the Korean parent committee (approximately 40 attendees) to review important school procedures and resources for parents in their home language.

School Site Council (SSC) consists of an elected group of teachers, parents, and classified employees who work with the Principal to develop, review, evaluate, and allocate funds for school improvement programs. The SSC meets regularly throughout the school year and is currently constituted of the Principal, seven staff members, two students, and 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 (now ELPAC) scores, course placement, the redesignation process, et cetera. The committee usually meets 3-4 times a year. All students currently or previously identified as English Language Learners and their families are encouraged to attend to gain a better understanding of all the available supports that are provided to the community either by the school or the district.

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.

The majority of the funding needed to help keep the choral and music programs vibrant is raised by the Northwood Choral Music Boosters and the Timberwolves Instrumental Music Boosters (TIMB). Choral Music Boosters helps to raise money in order to support aspects of the program such as hiring an accompanist, master classes, wardrobes, sheet music, awards/pins, concert programs, recordings and videos, and festivals. TIMB works to raise funds in order to support the instrumental music program with resources such as instrument repairs and purchases, sheet music, supplies, instrumental coaches and clinics, and more.

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

School web page [northwoodhigh.iusd.org](http://northwoodhigh.iusd.org) (accessible by parents and community members)

School bulletin via e-mail

School text messaging system

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	0.6	0.2	0.7	2.8	1.5	2.3	10.7	9.7	9.1
<b>Graduation Rate</b>	97.0	98.5	96.8	94.7	96.3	94.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	97.6	94.3	88.7
<b>Black or African American</b>	100.0	90.9	82.2
<b>American Indian or Alaska Native</b>	100.0	100.0	82.8
<b>Asian</b>	97.8	96.4	94.9
<b>Filipino</b>	100.0	97.4	93.5
<b>Hispanic or Latino</b>	88.6	88.3	86.5
<b>Native Hawaiian/Pacific Islander</b>	100.0	100.0	88.6
<b>White</b>	99.4	94.3	92.1
<b>Two or More Races</b>	83.3	86.4	91.2
<b>Socioeconomically Disadvantaged</b>	100.0	100.0	88.6
<b>English Learners</b>	69.6	65.8	56.7
<b>Students with Disabilities</b>	97.1	70.7	67.1
<b>Foster Youth</b>	0.0	100.0	74.1

### 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
<b>Suspensions</b>	1.4	2.1	1.8	1.2	1.6	1.2	3.7	3.7	3.5
<b>Expulsions</b>	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 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 school's leadership team reviewed the Department of Homeland Security K-12 School Security Checklist and uncovered areas that could be improved based on the current status of implementation. The "Building Interior" is an area the team identified to address this year to include signage for our front office building and stairwells. The school front office is not clearly marked and often times, visitors and outside organizations ask for directions to specific areas of campus because of a lack of signage. "Main Office," "Attendance Office," and "Athletic Fields/Gym" signs are being proposed.

Northwood High School opened in 1999 and significant modifications to the site have been made in the past 19 years. The addition of a swimming pool, classroom building (1400 building), and a new athletic field have altered the old architectural plans that the school currently uses. It is our goal to obtain an electronic, up-to-date plan of the campus that includes the new features along with labeling of our stairwells. Once our stairwells have been numbered, corresponding signage will be requested.

Goal 1: For the 2018-19 school year, Northwood High School will add signage to the main office building to help direct visitors and emergency responders to the appropriate areas.

Goal 2: Northwood High School will obtain updated architectural renderings to use for emergency planning purposes.

The elements of this plan were last reviewed in September 2018 by the School Site Council and have been reviewed in various parts at staff meetings throughout the school year.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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+
<b>English</b>	27.0	16	69	10	26.0	22	59	14	27.0	17	69	11
<b>Mathematics</b>	22.0	5	7	2	27.0	4	2	9	29.0	7	51	19
<b>Science</b>	30.0	3	43	20	30.0	2	47	18	29.0	2	57	16
<b>Social Science</b>	28.0	8	52	16	28.0	8	43	21	28.0	6	52	16

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.8	468
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	2.0	N/A
Social Worker	0	N/A
Nurse	0.8	N/A
Speech/Language/Hearing Specialist	1.65	N/A
Resource Specialist (non-teaching)	7.516	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,330	\$534	\$5,796	\$84,014
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	4.0	2.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-20.6	3.9

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/>.

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	4	N/A
English	5	N/A
Fine and Performing Arts	5	N/A
Foreign Language	2	N/A
Mathematics	0	N/A
Science	22	N/A
Social Science	13	N/A
All courses	51	32.7

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 Northwood High School, we have examined the needs of both our student and staff population in conjunction with the overarching goals of the district to determine the appropriate focus for staff development. Staff Development time has been focused in the last few years on 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. Annually, the focus of professional development is centered on school improvement areas identified in the school action plan which includes mental health and wellness, improvement in the PLC cycle, and addressing the needs of English Language Learners. Staff Development is supported through school-wide staff development days and late start Wednesday mornings as well as department collaboration time and release days. Each year, staff is provided with twelve hours of professional development that is spread over eight days.