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Public Member, Hawaii

February 8, 2023

Leslie Roach, Principal
Northwood High School
4515 Portola Parkway
Irvine, California 92620

Dear Leslie Roach:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2023 Commission Meeting. The ACS WASC Commissioners have determined Northwood High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2029 with a mid-cycle report in the 2025-2026 school year.

Northwood High School is required to submit a mid-cycle progress report. The report should demonstrate that the school has: 1) addressed the critical areas for follow-up through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Northwood High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Northwood High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

WASC 2022 Self-Study

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Northwood High School

Administration

Leslie Roach	Principal
Eric Keith	Assistant Principal
Jennifer Ollila	Assistant Principal
Kortney Tambara	Assistant Principal
Megan Ostovarpour	Head Counselor
Jennifer Petrosian	Activities Director
Brandon Emery	Co-Athletics Director
Sierra Wang	Co-Athletics Director
Jamie Carey	School Psychologist
London Carter	School Psychologist
Leanne Lauritzen	Administrative Assistant to the Principal
Christina Banagas-Engelderdt	Self-Study Coordinator

Preface

Northwood High School (NHS) began the self-study process in January 2022 by notifying all stakeholders about the self-study cycle and solicited interest in FOL groups. After ensuring that each FOL group had equal representation from all stakeholders, NHS held an information meeting in February to review the self-study process, the specific FOL criteria, the NHS Guiding Document, and the Schoolwide Learner Outcomes which NHS continues to call the Expected Schoolwide Learner Results. Later in February, the School Site Council did a data review including achievement data, standardized tests and the CA Dashboard, attendance/discipline data, and perception data to identify critical areas for follow up. In March, FOL groups finalized revisions to the Guiding Document and ESLRs and gathered data in response to FOL criteria. In April, the Leadership Team reviewed the same data and concurred with SSC about the critical areas for follow up as well as the updated school profile. In late April, SSC reviewed the updated progress report and school profile. NHS then returned to the stakeholder groups to review the FOL chapters and confirm critical areas for follow up. In June, the Leadership Team brainstormed action items in conjunction with the feedback from FOL meetings and reports. The administrative team met twice over the summer to refine the action plan to then review and refine with the Leadership Team in August. Finally, all stakeholders from the self-study process gave final edits and approved the action plan in mid August. While this may have appeared to be a compressed timeline, the NHS administration and leadership decided on a fall visit in an effort to align the WASC action plan process with the new IUSD Single Plan for Student Achievement (SPSA) timeline. IUSD revised the [SPSA timeline](#) to require plans to be submitted for approval in the Fall of each year.

Chapter 1: Progress Report

Significant Changes and Developments

During the 2016 Self Study, Northwood High School (NHS) established three areas for follow up in the WASC Action Plan and [Single Plan for Student Achievement](#) (updated 22-23 SPSA will reflect the new action plan). They were Professional Learning Communities, EL Population (which has been expanded to special populations in the past few years), and Student Balance and Well-being.

Northwood High School aligns the annual SPSA goals to the current WASC Action Plan. The School Site Council (SSC) in conjunction with the Leadership Team monitors the progress on the Action Plan and updates it through the SPSA process each year. At the start of each school year and at every staff development meeting, the principal reviews the action plan with the staff, so everyone is aware of the alignment of professional development to the action plan. During SSC meetings, PTSA meetings, and ELAC meetings, the principal explains how the action plan and SPSA are aligned with the LCAP and how site decisions are made to address the action plan/SPSA. Stakeholders have the opportunity to provide feedback at these meetings and through annual surveys.

Full Engagement in Professional Learning Communities for Curricular & Instructional Improvements

Since the last accreditation cycle, the Forensics Core Program (FORCE) was formed in response to the many insights and concerns about the importance of facilitating more “organic” learning experiences for high school students. It is open to 11th and 12th grade students, and offers a distinct, year-long cross-curricular program that seeks to understand the nature of truth through the integration of science, psychology, and philosophy. This inquiry-based program consists of three courses: Forensic Science (Science), Forensic Psychology (Social Science), and Critical Theory and Literature (English). Students are provided with a transdisciplinary experience devoted to developing a well-rounded understanding of not just criminal, but more generally, human behavior, promoting a hands-on approach toward researching and testing theories, and understanding different legal contexts. Not only does the program fill various needs in the school’s curriculum (e.g. an honors-level Junior/Senior English class; a survey introduction to the study of law), the class, more importantly, dispels what the faculty believe to be the many false notions of the division between the Humanities and the Sciences, broadening students’ various perspectives of academic learning and preparing students further for the kinds of conversations they will inevitably have in an increasingly collaborative and globalized community.

Northwood High School intentionally began its integrated science program nearly 20 years ago utilizing an integrated science model. Students take Integrated Science 1/Honors Integrated Science 1 and Integrated Science 2/Honors Integrated Science 2 in ninth and tenth grades, respectively. Effective for the 20-21 school year eleventh grade students are highly encouraged to complete the science pathway by taking Integrated Science 3/Honors Integrated Science 3. These courses allow students to learn all the science standards (Biology, Chemistry, Physics, Earth and Space Science). This pedagogy was implemented, in large part, due to the American

Association for Advancement of Science's Project 2061. The integrated course model referred to by some as the Every Science, Every Year model is offered at Northwood and referred to as Integrated Science. Each level of the model is themed and intended to ensure that students will learn content from each discipline of science and have those concepts continually reinforced.

NHS completed the math pathway curriculum in the 18-19 school year with the introduction of Math 4. Math classes at NHS are aligned to the Common Core State Standards and are offered as an integrated curriculum to support student comprehension and connection across concepts. Classes offered include Math 1, Math 2 and Enhanced Math 2, Math 3 and Enhanced Math 3, Math 4 (Precalculus), Calculus (offered in conjunction with Chapman University), and AP Statistics.

In addition to the improvements in curricular pathways, the faculty have engaged in staff development focused on differentiated instruction to meet the needs of all students, and continued to create common assessments and rubrics. Prior to the Covid pandemic, one area of focus for PLCs was the development of interventions and supports. The staff created an interventions and support document but it was not updated for the 21-22 school since the school decided to focus on rebuilding school culture and community after distance and hybrid learning. The [Equity Team](#) will work with each department to update the interventions and support document for the 22-23 school year. Since the pandemic created opportunities for teachers to try different grading practices to ensure student success, the 21-22 school year saw pilots for equitable grading practices in Humanities 9 and 10 and Integrated Science 3 and also in additional courses and departments. The Humanities 9 pilot focused on standards based grading and combining honors and college prep students into one class referred to as embedded honors classes. The Humanities 10 pilot focused on standards based grading. The Integrated Science 3 team's pilot focused on Ungrading. For the 22-23 school year, the four core classes (Humanities 9 & 10, Math (pilot), and Integrated Science classes) as well as World Languages will be doing Standards Based Grading or Ungrading (Integrated Science). The Humanities Core as well as Integrated Science are also running embedded honors classes this year. There are other grade level teams and departments who have expressed interest in these equitable grading practices.

As part of the Irvine Unified School District's (IUSD) seven year PLC plan, the district has made an investment in PLC Facilitator Coaches (PLC FCs) at each school site. NHS has eight PLC FCs who attend monthly training to develop coaching and facilitation skills, discuss assessment, and learn problem solving coaching strategies that are employed with the PLC team they support. Every school year, each PLC team at NHS creates a goal specific to their needs as part of the evaluation process. Even though PLC days were not able to be taken during the school day, teachers at NHS have such a strong commitment to their PLC teams that they meet before school, after school, on weekends, and during the summer to meet their PLC goal.

Addressing the Needs of the Growing EL Population

NHS has put in place supports to strengthen strategic alliances with the Chinese community as 15.9% of the NHS population has a primary home language of Chinese. Key school information has been translated and made available to this community. Additionally, IUSD employs community liaisons who work on the IUSD campus to connect to the community through being available for translation and individual support in acclimating to the NHS campus.

NHS employs both a designated teacher who acts as the EL Coordinator and a designated EL instructional assistant. Both of these staff members are dedicated to tracking data on EL student progress and reflecting on programming for EL students with the collaboration of the leadership team. All "Emerging" freshmen and sophomores are placed in a sheltered Humanities Core. Many EL students that were classified as "Bridging" or "Expanding" are placed into college prep (CP) classes so that they can be exposed to a rigorous curriculum with high levels of English proficiency that is commensurate with their peers. Students that are classified as "Bridging" are placed in CP courses with appropriate in-class support as well as an additional specific academic language support class (English Essentials and ELA Skills).

Teachers who teach support classes as well as sheltered courses received professional learning both from the district and the onsite EL Coordinator. These teachers also engage in the PLC process throughout the school year so that they provide equitable learning experiences across all courses both horizontally and vertically. This PLC team analyzes assessments to understand, monitor, and support student learning and acquisition of language.

The Language Ambassador program was developed during the 18-19 school year to support student transition into the high school experience at NHS, by helping them to understand school policy, culture, etc. However the pandemic halted the program. The EL Coordinator reinstated the program for 21-22 school year and will work with the Language Ambassadors and EL students in a transition camp before the 22-23 school year to help the EL students and families establish stronger ties to the NHS community.

Additionally, ELAC meetings are held to support families. Meetings include reviewing information on the redesignation process. NHS also works to connect to all families through PTSA meetings. During the 18-19 school year, NHS met with the Chinese parent committee (approximately 150 attendees) as well as the Korean parent committee (approximately 40 attendees). These events were interpreted into the family's home language. Information shared included, but was not limited to, general school programs and how to best support student success. Unfortunately, the pandemic had a major impact on parent engagement which decreased ELAC membership from approximately 35 attendees prior to the pandemic to an average of 10 attendees.

Student Mental Well-Being & Balance

To address student mental well-being, NHS has partnered with Challenge Success, a nonprofit organization connected with the Stanford University Graduate School of Education. The purpose of the program is to promote student well-being and engagement with learning by creating broader definitions of success. Challenge Success has helped us modify existing structures, such as Advisement and Tutorial, as well as create programs to engage the parent and student communities in dialogue about research based strategies that support student well-being. NHS has hosted events such as Well-Balanced Student Night and Dialogue Night as well as created a Challenge Success website that directs parents and students to articles on various topics such as sleep, chores, college fit, etc. The Time Management Matrix includes estimated homework times for every class and a schedule so students and their families can make educated choices about the

classes they select during spring conferences. Conflict Calendars are also provided to teachers so students have the opportunity to record due dates for assessments. If possible, a teacher may move an assessment for a class and if not, the teacher and students may have a dialogue about time management. In addition, while not always overtly stating a connection to Challenge Success, NHS has made consistent connections to Challenge Success philosophies during Back to School Night, 8th Grade Family Night (including the [Letter of Hope](#) to all incoming freshmen), Advisement conferences, sophomore conferences, in the principal's newsletters to the community, and with the elementary and middle feeder schools. To promote empathy, the faculty has participated in student shadowing during the 17-18 and 18-19 school years. The faculty not only had the opportunity to debrief with the students they shadowed but also with each other. They then shared their greatest takeaways with the whole staff during staff development. This had an impact on how teachers structured classes, the variety of instructional strategies used, and the ways teachers built connections to students.

To further promote well-being and balance, representatives from coaches, faculty, parents, and student athletes formed the Challenge Success Athletics Leadership Team (CSALT). The CSALT stakeholder groups have worked together to form a collective purpose statement and core expectations for coach, athlete, and parent behavior. CSALT is currently developing a resource to support open dialogue between students and adults to decrease frustration and miscommunication as well as to support a more positive athletics experience for all.

In addition to CSALT, Northwood students also created a Challenge Success student committee called THRIVE. THRIVE helped promote the benefits of sleep to maintaining student mental well-being and balance during the 18-19 school year by developing a week-long campaign, sharing the time management matrix with incoming freshmen, and speaking to parents about the myth that students can perform well with less than 8-10 hours of sleep a night. This club has not been re-initiated after the pandemic but will be reestablished in the 22-23 school year.

State of the Student Day, formerly known as Wellness Day, is a day without traditional classes. The State of the Student Committee, with representatives from staff and students, selects a theme based on feedback from the Challenge Success and Healthy Kids surveys. The day provides students with the opportunity to learn more about the theme (grit, sleep, purpose, belonging, etc.) and engage in activities connected to the theme. This day allows students and faculty to build relationships with one another in a non-academic context.

The workspace in room 926 was redesigned as The Well, a silent space for students to individually and intentionally engage in a variety of therapeutic activities that encourage mindfulness with the goals of encouraging self-regulation, restoring calm, and developing resilience in students. In addition to the design of The Well, the counseling department has created new ways to disseminate information to the students to help increase awareness about the counseling staff and available resources.

As a result of distance learning and due to a lack of connectedness to school, intentional efforts were made to support students who were new to Northwood, returning from virtual learning, and first time AP/Honors students. These groups were targeted and invited to attend a summer camp

aimed at easing the transition back to in-person learning while providing students with strategies and resources to support their transition. Social-emotional learning (SEL) lessons and practices were pushed out to teachers to embed in their lessons or to teach during Advisement knowing the need for student connectedness. The 30-minute Advisement period allowed for more in-depth activities however, there was a lack of structure to push out activities for teachers to utilize that time effectively. NHS was fortunate to host its annual State of the Student Day for the 21-22 school year and will continue this in years to come. Covid policies and safety protocols made it challenging to host parent nights, however, members of the Challenge Success team did speak to incoming 9th grader/feeder PTA parents to talk about the importance of balance and student well-being.

Progress in student mental well-being and balance is difficult to analyze due to the exacerbated conditions from the pandemic. Increased mental health support (one additional staff member) and targeted support from a counselor (attendance and Tutor Center) was beneficial to providing support to students who were struggling with their academic progress and mental health. NHS Hope Squad expanded its presence and continues to develop proactive ways to identify students in need and promote awareness about their role on campus.

Additional significant changes and developments since the last accreditation cycle were the number of home visits conducted by the administration team and counselors during Spring 2020 to check on students who were not attending Zoom class or failing. During the 20-21 school year, in-person study halls were created to support students who were struggling during hybrid learning. There was a study hall offered at NHS and another offered at Heritage Library to support students who live the greatest distance from NHS. In addition to these study halls, support classes were added to the master schedule for the Spring 2021 semester to support struggling students.

In the 21-22 school year, another change that occurred was the move towards social justice and more restorative practices, by revising the detention plan. Previously, detentions were assigned and required to be served within one week. Unserved detentions doubled and if they were not served, Saturday School was assigned which led to students accruing Saturday Schools for the entire year in the first semester. The detention schedule changed to accommodate more students' schedules (every morning and two days after school) and students were restricted from attending extracurricular events if they had unserved detentions. Additionally, students could serve detentions with their teachers or by helping the custodial staff during lunch. Notification of detentions also changed to decrease the disruption during class time to provide students with warnings and detention confirmations via email. Saturday Schools were replaced with Attendance Workshops which were focused on social-emotional learning (SEL) lessons with the intention of helping the students build a connection to the school community and seeing the value of attending their classes. The students who participated in the workshops provided positive feedback on the lessons and NHS will continue to refine the workshops to help support students with chronic absenteeism.

Chapter 2: Student/Community Profile

Welcome to Irvine, California

Home of Northwood High School

Irvine, California is located in central Orange County bordering the cities of Tustin, Santa Ana, Lake Forest, Laguna Hills, Costa Mesa, and Newport Beach. An incorporated city in Orange County, Irvine is one of the first and largest planned communities in the country. Irvine features more than 16,000 acres of parks, sports fields, and dedicated open space. Priority programs of the city include environmental sustainability and green buildings, open space preservation, energy conservation and recycling, multi-modal transportation, voter registration and participation, educational partnerships, infrastructure rehabilitation, affordable housing, a healthy community, geographic policing, and youth, family, and senior services.

Two unified school districts serve the K-12 community within Irvine: Irvine Unified School District (IUSD) and Tustin Unified School District (TUSD). IUSD operates five comprehensive high schools, two continuation/alternative high schools, six middle schools, and twenty-four elementary schools. IUSD also operates an Adult School, Home School, and Early Childhood Center. In addition to the K-12 school districts, there are four community colleges serving the city of Irvine: Irvine Valley, Santiago Canyon, Saddleback, and Orange Coast. The University of California, Irvine and Concordia University, a four-year liberal arts college, provide additional opportunities for higher education in Irvine. Additionally, California State University, Fullerton, Chapman University, University of Southern California, and Pepperdine University all have satellite campuses in the city.

Welcome to the Irvine Unified School District

IUSD is comprised of a community of learners committed to the “highest quality educational experience we can envision.” The District’s strategic plan is driven by its mission of enabling all students to become contributing members of society, empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world.

IUSD has nationally recognized schools, student performance well above state and national comparisons, and comprehensive programs in academics, the arts, and athletics. All five of the established IUSD high schools ranked among the six best in Orange County in highest average Scholastic Aptitude Test (SAT) scores.

Since becoming a unified district in 1972, Irvine’s neighborhood schools have been a clear reflection of the neighborhoods they serve. Open enrollment policies, on a space-available basis, encourage and support parental choice. The contributions of creative site-based management teams, talented and caring teachers, involved parents, and supportive business and community leaders have together made a difference in a district where student achievement is the priority, where values are an integral part of the curriculum, and where a strategic plan for the future is in place.

Welcome to Northwood High School

Home of the Timberwolves

Northwood High School opened in the fall of 1999 to 739 freshmen and sophomores. Located in the upper middle class, suburban community of Northwood, the California Distinguished School and United States Department of Education Gold Ribbon School currently serves about 2,250 students in grades 9 through 12. The majority of Northwood High School students reside north of the I-5 Freeway between Jeffrey and Culver.

Vision

The faculty and staff embrace the elements of Northwood High School that distinguish their school from others. 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, a committee of faculty at Northwood developed the following Northwood High School Guiding Principles that was then adopted by all of the staff in 2009 and revised Spring 2022.

Pursuing growth is our school-wide responsibility.

- We believe all students can learn.
- We believe students learn differently and every student contributes to the learning community.
- We believe learning is an active and ongoing process.
- We believe collaboration enhances learning.
- We believe through self-reflection and adult support, students can meet expectations as well as challenge themselves.
- We believe in fostering an environment that encourages the balance of academic and extracurricular activities to achieve social, emotional, and physical growth and well-being.
- We believe we all need to feel emotionally, physically, and intellectually safe.
- We believe embracing diversity fosters understanding and strengthens our community.
- We believe making a connection to school is essential.
- We believe in compassion, mutual respect and integrity.

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

Schoolwide Learner Outcomes/Expected Schoolwide Learning Results

In addition to the guiding document, Northwood also has four expected schoolwide learning results (ESLRs) which were revised Spring 2022 after stakeholder input. While the ESLRs are evident on campus in a variety of ways, especially in the curriculum, the faculty at Northwood has decided that the ESLRs are not to be memorized by the Northwood students. NHS prefers to see the ESLRs evident in their daily lessons and activities.

Northwood High School students will work towards becoming effective communicators, complex thinkers, and reflective and community-minded individuals.

A. EFFECTIVE COMMUNICATORS

1. Communicate clearly and appropriately for various audiences and purposes.
2. Read, write, listen, and speak reflectively, critically, and with integrity.
3. Listen with the intent to understand.
4. Utilize multiple forms of communication effectively.
5. Foster understanding and forge connections.
6. Ask essential and relevant questions that stimulate dialogue.

B. COMPLEX THINKERS

1. Access, analyze, and synthesize information to formulate conclusions, solve problems, and make decisions.
2. Use a logical and effective decision-making process to analyze and understand possible outcomes.
3. Make recommendations based on justifiable rationale.
4. Seek out multiple perspectives and explore ideas beyond the surface.
5. Consider unconventional ideas and solutions.
6. Assume responsibility for their own learning and employ effective learning strategies.
7. Acquire a body of knowledge, both shared and understood, as a basis for learning.
8. Be willing to take intellectual risks.

C. REFLECTIVE INDIVIDUALS

1. Develop, create, and support purposeful, intellectual, artistic, and practical works.
2. Establish and use rigorous and consistent standards of quality while prioritizing time effectively.
3. Accept and provide constructive criticism.
4. Develop a sense of ownership.
5. Engage in the learning process and approach difficult times with a growth mindset.
6. Assess strengths and areas for growth realistically, and develop awareness of resources at school and community for academic support and mental health.
7. Engage in continual self-reflection and assessment to develop resilience, realistic goals, and self-esteem.
8. Develop self-discipline and accept responsibility.

D. COMMUNITY-MINDED INDIVIDUALS

1. Contribute what they have learned to enrich the quality of life in their communities.
2. Effectively collaborate with others toward a common goal.
3. Expand their sense of community to include a global perspective and appreciate cultural diversity.
4. Understand, recognize, and practice ethical behavior.
5. Anticipate and responsibly address the needs of future generations by staying informed.
6. Develop a sense of pride and ownership in the school, community, and the world.
7. Resolve conflicts constructively.
8. Respect, accept, and appreciate individual differences.

Alternating Block Schedule

Northwood followed a district-wide anchor day schedule for two years (20-22), however the majority of the school voted to return to Northwood's original [alternating block schedule](#) for the 22-23 school year. The schedule for the 22-23 school year reflects an 8:30 start time and includes 280 instructional minutes. Northwood's alternating block schedule enables students to pursue a variety of extracurricular and elective opportunities and allows them to concentrate on fewer subjects each day. The ability to participate in these programs allows many students at NHS to excel in both athletics and the performing arts.

All freshmen, sophomores, and juniors must be enrolled in a minimum of six classes on campus to include periods 3-6. ROP courses are considered on-campus courses. However, courses at IVC or other community colleges are not considered as part of the six-class minimum. Students are limited to six classes unless a 7th and/or 8th Open Enrollment course(s) is selected. [Open Enrollment courses](#) are offered throughout the day and are subject to being closed based on enrollment or staffing issues. These courses were selected due to larger class sizes, intervention, and/or service to the school courses.

Also structured into Northwood's bell schedule is time for once-a-week teacher collaboration. Teachers meet Wednesday mornings to conduct department meetings, to develop and refine curriculum, to examine student work, and to revisit and refine instructional methodology on a continual basis. To facilitate 90 minutes of collaboration every Wednesday, the instructional day for students begins at 9:30am.

Enrollment

For 22-23, Northwood has about 2,250 students enrolled. During the pandemic Northwood saw a decline in enrollment during the 20-21 school year of 18.36% due to students transferring to Irvine Virtual Academy (IVA); however, Northwood currently has 102% of its pre-pandemic student body.

Ethnicity

Northwood High School's ethnic composition is similar to that of the city of Irvine. The primary ethnicities at the school are Asian and Caucasian; however, visitors to NHS recognize the diversity of the student population. Northwood High School's identified gender is 48.6% female, 50.8% male, and .6% nonbinary.

The high number of non-native speakers at Northwood is one of the characteristics of the school culture. NHS has 41 different languages spoken at home with English (53.44%), Mandarin (15.91%), and Korean (8.09%) being predominant. With the start of the 16-17 school year, Mandarin passed the 15% threshold, which required that all critical educational documents be translated. The school provides translated documents in Mandarin, Korean, and Spanish.

Regarding the English Language Learners, 16.33% of the student body is designated as Initial Fluent English Proficient (IFEP) and 24.7% is designated reclassified Fluent English Proficient (RFEP).

Multi-year Enrollment by Ethnicity										
Year	Total	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	Not Reported
2021-22	2200	34 (1.5%)	2 (0.09%)	1237 (56.2%)	51 (2.3%)	206 (9.4%)	3 (0.1%)	466 (21.2%)	195 (8.9%)	6 (0.3%)
2020-21	1756	26 (1.5%)	3 (0.2%)	953 (54.3%)	56 (3.2%)	149 (8.5%)	4 (0.2%)	428 (24.4%)	132 (7.5%)	5 (0.3%)
2019-20	2151	31 (1.4%)	4 (0.2%)	1188 (55.2%)	65 (3.0%)	184 (8.6%)	2 (0.1%)	542 (25.2%)	129 (6.0%)	6 (0.3%)
2018-19	2195	38 (1.7%)	7 (0.3%)	1205 (54.9%)	79 (3.6%)	185 (8.4%)	3 (0.1%)	564 (25.7%)	104 (4.7%)	10 (0.5%)

Free and Reduced Meal Program

Northwood High School has seen an overall increase in the number of Free and Reduced Meal Program students. The California Dashboard reports that 16.9% of the student body is socioeconomically disadvantaged. Once students seek assistance, counselors work with the families to offer any support needed.

Discipline

Northwood uses a number of strategies to communicate behavioral expectations to students. During registration, students and parents sign the Timberwolf [Code of Conduct](#) (see appendix), which establishes school expectations regarding behavior and clearly delineates consequences for infractions. The Timberwolf Code of Conduct is also posted on the school website. Athletes sign a [Code of Conduct](#) that communicates the expectations on and off the court or playing field. Prior to the pandemic, most of Northwood’s discipline referrals were related to academic honesty violations. At the start of each school year, administrators have delivered important information through English classes including the Academic Honesty Policy, Code of Conduct, and Core Values with the students. These presentations help ensure that students understand not only the consequences but also the behaviors they should avoid. The school’s Positive Behavioral Interventions and Supports (PBIS) committee has been working with staff and students to create a program that will reinforce the school core values in a manner that will help decrease the number of academic honesty violations. The other major discipline issue is the number of tardies and absences. Detentions are typically given for period cuts, multiple tardies, and minor classroom incidents. The school has begun to move toward more restorative justice practices and eliminated Saturday schools starting with the 21-22 school year. In place of Saturday School is the Reflect and Restore Seminar (Attendance Workshop) which focuses on social-emotional lessons (SEL) to help students build a connection to the school community. Students are typically assigned after multiple unverified absences and more major infractions.

Attendance

Northwood approaches student attendance concerns in a collaborative manner: teachers, counselors, Campus Control Assistants (CCAs), classified staff, and administrators work to solve the issues through a variety of interventions. Interventions include a progressive discipline plan incorporating tardy referrals, detentions, Reflect and Restore Seminar (formerly [Attendance](#)

[Workshop](#)), a School Resource Officer (SRO), and the School Attendance Review Team ([SART](#)). The number of students missing entire days of school or specific periods without an acceptable excuse was at its peak as a result of the pandemic. The pandemic had a significant impact on parent and student engagement which led to increased absences and tardies even when we returned to campus full-time as the lack of in-person instruction during distance and hybrid learning weakened the sense of community and importance of being present for instruction. The number of cuts from class for 21-22 was 5,819 and the total of tardies, both excused and unexcused, was 22,676. Attendance patterns are reviewed by the administration and [Equity Team](#) and programs have been created with the help of the Leadership Team and School Site Council (SSC) to help improve the attendance at the school such as sending information about the importance of attendance and the impact of chronic absenteeism and tardiness on student achievement via email, social media, infographics, and NTV segments.

Northwood High School Special Programs

Advisement

Northwood High School believes students receive greater individual attention and security when placed within smaller learning communities; therefore, the Teacher Advisement (TA) program ensures that each student remains with one advisor, and one group of students, for the duration of their four years at the school.

At the end of the 8th grade year, every new incoming student is assigned a Teacher Advisor with whom they will remain for their tenure at Northwood. All students participate in the Teacher Advisement program regardless of class schedule, grade level, or extra-curricular activities. Each Teacher Advisor, including administrators, has approximately 25 advisees of the same grade level.

One of the most difficult transitions for high school students and their families is the amount of information they are expected to manage. Advisors ensure that students receive all school information by airing the NHS weekly TV program, NTV, and by reading, discussing, and posting weekly bulletins, college and scholarship information, bell schedules, calendars, and other information. In addition, individual biannual conferences are held with advisors, students, and parents to help establish academic and personal goals, plan student course work for the following school year, as well as discuss mental health and the need for balance and sleep. In this way, Teacher Advisors provide a vital communication link between home and school, giving parents and students a friendly and objective “home base.” The Teacher Advisement program at Northwood is a practice that has left an indelible mark on NHS culture by providing a safe environment for students, by supporting student academic success, and by fostering strong, positive relationships among students, staff, and the home community. Although not directly supported by data, it is Northwood’s belief that the close relationships forged between a student and an on-campus adult has contributed to a student’s ability to connect to school and a 96.6% graduation rate (CA Dashboard). The Teacher Advisement program provides that adult connection for every student, sets a caring tone, and fosters a climate of trust, understanding, growth, and cooperation within the Northwood school community.

Tutorial

In order to address individual student needs further, Northwood structured into the 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 of the other learning opportunities.

Inherent in the tutorial schedule is the autonomy for students to decide how to use their time. For those students with two or more Fs, their autonomy is taken away and they are assigned to a Mandatorial, which is used to implement schoolwide intervention strategies to assist students (see Counseling and Support Programs).

Integrated Curricular Programs

A unique feature of Northwood is the commitment to providing students with an engaging curriculum that increases student learning and interest through an integrated core curriculum. The Humanities Core facilitates collaboration by pairing together 9th and 10th grade English and History teachers in order to share the same students and to discuss both curriculum and student achievement. Each Humanities Core class is a full-year course devoted to the exploration of the history, literature, and art of different time periods covering both World and U.S. History. The Humanities Core program is centered around the essential question, “*How does one’s place in the world determine one’s identity?*” Humanities 9 focuses on understanding the relationships between individuals and their communities, as well as understanding how an individual’s identity is constructed. Humanities 10 focuses on one’s conception of place and the manifestation of identity in the world as well as the consequences of actions taken to create or accept identity. The course content is highly coordinated in order to emphasize context and interrelationships. In terms of skill development, Humanities 10 reinforces and refines what was learned in Humanities 9. At the end of Humanities 10, students are assigned a capstone project and essay that calls upon their knowledge from Humanities 9.

The Science and Math Departments also have integrated core classes within their disciplines. The Integrated Science core integrates biology, chemistry, physics, environmental science, and earth and space science into a thematic approach following the NGSS standards. Integrated science is an authentic way to support students in accessing, wrestling with and then working to solve complex problems. The themes of the course sequence are evolution (Integrated Science 1), energy (Integrated Science 2), and sustainability (Integrated Science 3). All integrated science classes are doing embedded honors and standards based grading. Integrated mathematics integrates many topics or strands of mathematics throughout each year of high school. Each level from Math 1 through 4 covers topics in algebra, geometry, trigonometry, and analysis. Integrated math builds from students’ prior knowledge, connecting topics that used to seem unrelated, and applying these skills to solve new problems. Meanwhile, within these integrated courses, students are taught and trained to demonstrate the eight different standards for mathematical practices. These standards describe student behaviors, ensure an understanding of math, and focus on developing reasoning and building mathematical communication. Math I and part of Math II are piloting standards based grading.

English Language Learners

The number of English Language Learner students (ELs) at Northwood has continued to increase and is 5.9 % of its population as 115 students have been identified as limited proficiency in English and an additional 592 students who have been reclassified as fluent in English. The majority of Northwood's English Learners fall within the intermediate and advanced range, scoring an overall 2 or above on the ELPAC. Within the last two years, more of the English learners are trending towards the beginning range, with 24 students identified this year. Northwood is currently working to scaffold and support this influx of beginning language learners.

Currently, Northwood provides sheltered placement in World History and English for new EL students who received a score of 1 and low 2s (scores ranging from 1150 to around 1500) on the summative ELPAC. These two core classes work in tandem as a Humanities block to provide student access to grade level skills and standards while scaffolding curriculum and pacing to make content comprehensible. Students enrolled in these sheltered humanities classes also take English Essentials as an elective where they receive direct language acquisition instruction and access to Read180, an adaptive reading comprehension program. In addition, these students are intentionally clustered in their Integrated Science class. EL students who scored in the high 2s (1500-1526) and are new to Northwood are typically placed in non-sheltered World History and English courses and receive language support through an elective, ELA Skills.

In an effort to help EL students feel connected to campus and supported in their academics, Northwood is reviving the Language Ambassadors program (temporarily paused due to Covid). Language Ambassadors is a program that connects Junior and Senior ELs with ELs who are new to Northwood (either as Freshman or transfer students). Language Ambassadors offer exclusive academic support for ELs during specific tutorials and meet at lunch once a month.

Special Education

Northwood High School provides Specialized Academic Instruction (SAI) through Special Education programs designed to meet the individual needs of the 156 students with Individualized Education Plans (IEPs).

Northwood's mild-to-moderate program currently supports 145 Special Education students. The students are mainstreamed in general education classes utilizing collaboration support from Education Specialists or Instructional Assistants and offered additional support through self-contained Directed Studies classes. Northwood has supported a greater percentage of mainstreaming opportunities and general education inclusion for students with IEPs by removing Directed-Level self-contained academic classes and working collaboratively among departments to provide a high-level of scaffolded support in the general education grade level programs for students with disabilities. For students on the certificate of completion pathway, practical level classes are offered. These practical level classes include Practical Reading, Practical Math, Practical History, and Transition Skills.

Northwood currently services 11 students enrolled in 2 moderate/severe self-contained

classrooms. Students placed in the program through the IEP process are working towards obtaining a certificate of completion following 4 years of high school. These students work to develop functional skills in Math and English as well as skills for independent living within life skills and vocational skills courses.

Counseling and Support Programs

An at-promise student is one who shows difficulty progressing in a healthy, age-appropriate manner due to a lack of social skills, positive coping skills, academic difficulty, and/or family conflict. The definition of a high-risk student is one who is adversely affected by drug and/or alcohol use/abuse, family dysfunction, violence and/or problems with the law to the degree that academic achievement and social adjustment are hindered, and the student is not progressing in a positive manner. Northwood has a variety of programs in place to help support these students as well as those students who need support academically.

At-Promise or High-Risk programs:

- [Project Success Counseling Support Program](#) is a support system designed to address the needs of the high-risk and at-promise population. Referrals can be made by faculty or staff members, parents, Irvine Police Department, or other students and can be verbal or written. Before entering the program, the Project Success Support Specialist meets with the student and obtains parent permission.
- Referral to the [Student Intervention Team \(SIT\)](#), which is comprised of the student's Counselor, Administrator, School Psychologist, Mental Health Specialist, and School Nurse, evaluates the student's educational background, current program and grades, and determines factors impacting the student's lack of school success in order to make recommendations and to generate next steps (a specific support plan) with a follow-up timeline.
- Referral to the [Student Study Team \(SST\)](#) occurs when the specific student support plan is not adequate or when a [504 or individual assessments](#) are indicated. The SST includes the student's Counselor, teachers, School Psychologist, Administrator, Mental Health Specialist, and the Nurse to determine the next level of support to better address specific needs of the student.

Academic-Focused Support Programs:

- **English Essentials** reviews and reinforces basic skills for students needing assistance in mastering high school graduation competencies in reading and writing. Activities in vocabulary development, usage, fluency, mechanics, reading comprehension, sentence structure, and paragraph development are emphasized. Read 180 is the curriculum for this program.
 - English Essentials serves English Language learners, grades 9 -12.
 - **Placement criteria:** 25% or lower on STAR Renaissance reading screener, teacher recommendation, and/or administrator/counselor recommendation, and co-current placement in sheltered humanities.
 - **Exit criteria:** demonstrates high school level reading/writing skills and/or teacher recommendation in academic core classes.
- **Learning Skills** is a freshman course designed to support the development of effective work habits and to enhance each student's ability to be successful in school by integrating

effective study skills into their core classes. Students will learn to organize themselves, both mentally and physically, by learning a series of study strategies and organizational techniques tailored to each student's unique needs. Course content includes:

- S.M.A.R.T (specific, measurable, action-oriented, relevant, and time frame) goals to increase work completion and grade improvement.
- The course is year-long with a total of 10 units of elective credit.
- **Placement criteria:** 2.0 or lower GPA in grade 8 academic classes; administrator, counselor, or teacher recommendation.
- **Exit criteria:** achieving and maintaining a GPA of 3.0 for at least one semester; consistent demonstration of high school level organization, time management, and learning skills; counselor recommendation.
- **Reading/Writing Skills** is a year-long sophomore class designed to improve and increase a student's skills in reading and writing. The instructional focus is academic language, writing, reading, and speaking. Students are placed in this class from a reading/writing assessment completed in the Spring semester of the freshmen year. This class grants high school graduation only English credit.
 - **Placement criteria:** 72% or lower writing score on the anchor grade; 75% or lower in the writing category; an English writing assessment; and a teacher recommendation.
 - **Exit criteria:** will evaluate at the end of the fall semester for high school level writing skills in Humanities 10; 75% or higher writing score in H10 English; and/or teacher recommendation.
- **NHS Tutor Center** is an on-campus after-school program with trained peer tutors. All tutors have completed orientation and training to review goals of the program and to learn appropriate tutoring strategies; their tutoring skills are observed and evaluated. Tutor Center also works with coaches to provide support to student athletes who have less than a 2.00 GPA at the quarter or semester, or any student athlete who needs additional time to complete homework. The goals of the center are for assisting students:
 - To have a greater understanding of their schoolwork.
 - To improve academic organization skills.
 - To prepare for quizzes and tests.
 - To increase the number of completed assignments.
 - To make available drop-in tutoring and 1:1 tutor/mentor service.
- **Mandatorial** is a mandatory program for those students who are failing two or more academic classes at the end of a grading period. The goal of this program is to structure students' time during the Tuesday and Thursday tutorial sessions to maximize academic achievement and to provide extra support. An email notifies parents when a student is required to attend, Canvas is updated weekly for announcements, and call slips are sent when needed. An NHS interventions support staff member supervises their specific caseload and monitors student progress and areas where support is needed.
 - **Placement criteria:** Placement is determined by the student's counselor/administrator when they are failing 2 or more academic classes or needing additional academic support at the quarter or at any grading period.
 - **Exit criteria:** No failing grades in academic courses or counselor recommendation.

- **Peer Tutors:** This practicum class consists of monthly training lessons in tutor strategies/skills, observation, group discussions, data collection and analysis, and teaching skills development. Peer tutors are assigned to a classroom or work in the on-campus Tutor Center with a single pupil or a very small group.
- **Learning Lab** courses are available to students who are in need of remediation and are not able to fit it into their schedule. Students in these courses complete online coursework in a supervised lab environment. An NHS teacher meets with students for content help, progress monitoring, and in-person assessments. Courses may be taken for high school graduation remediation or a-g eligibility.
 - **Placement criteria:** counselor recommendation; junior or seniors who are in need of 5-20 credits of remediation depending on the graduation year.
 - **Exit criteria:** completion of the course(s) needed with a passing grade.

Northwood High School Student Performance

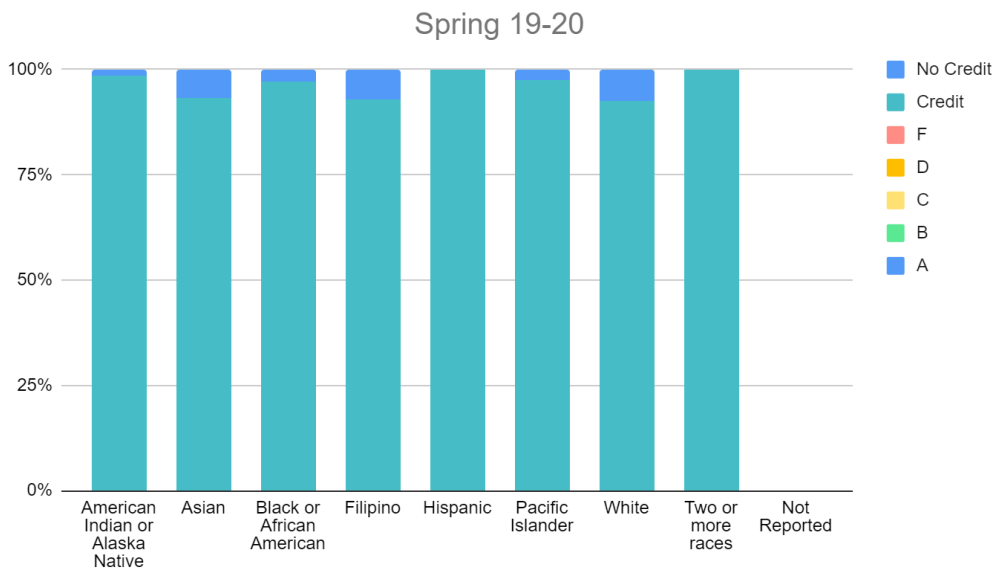
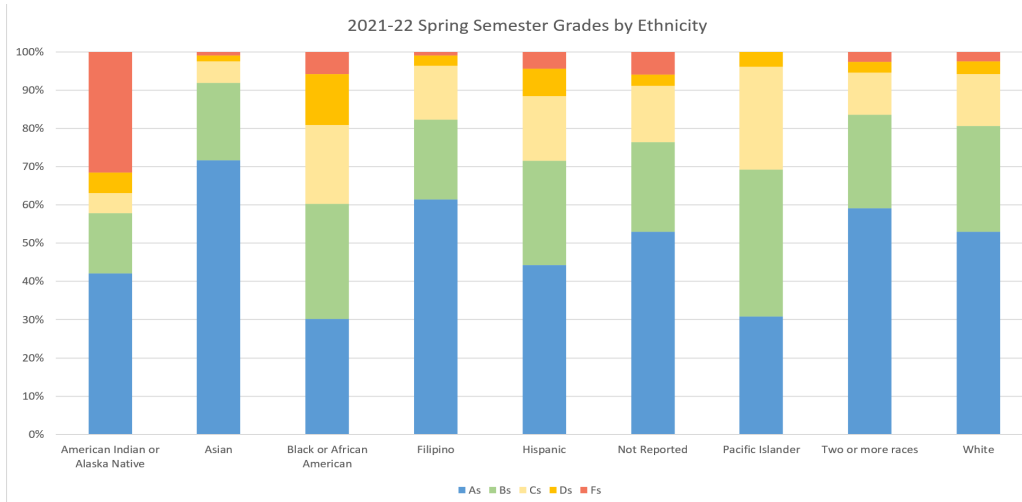
Northwood students have historically performed well on standardized tests. Northwood teachers attribute this success to a variety of factors: curriculum aligned to the standards, assessments that reflect different depths of knowledge and application, and a district and school commitment to literacy across the disciplines. Although the Covid-19 pandemic had an impact on student learning, NHS scores reflect a steady increase in students who “exceed” the standards in both English Language Arts/Literacy and Mathematics as well as a continued decrease in “Nearly Met” and “Not Met” with the exception of Mathematics in “Not Met” for 20-21. While official state scores have not yet been released for 21-22, NHS district data shows 87% of juniors scored at or above proficient in English, compared to 77% districtwide; 73% in math, compared to 64% districtwide; and 72% in Science, compared to 62% districtwide. Although a high level of achievement is evident in the overall CAASPP scores and NHS is proud of the students’ performance, analysis of grade distributions reveals disparities with special populations that are reflected in the past years’ CAASPP test scores.

California Assessment of Student Performance and Progress (CAASPP)

CAASPP Summative Assessments English Language Arts/Literacy and Mathematics												
	NHS 2017-18		State 2017-18		NHS 2018-2019		State 2018-19		NHS 2020-21		State 2020-21	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Exceeded	49.32	49.07	25.59	12.89	55.89	51.70	27.10	13.85	59.79	53.32	29.07	15.51
Met	26.19	24.82	30.37	18.48	26.15	26.75	30.17	18.39	22.94	21.49	30.17	18.85
Nearly Met	12.93	14.94	22.18	22.84	11.78	12.77	21.38	22.28	9.54	11.67	21.33	24.56
Not Met	11.56	11.83	21.85	45.78	6.19	8.78	21.35	45.48	7.73	13.53	19.42	41.08

Grades by Ethnicity

The staff at Northwood reviews grade distributions in departments quarterly. When the staff reviewed grade distributions by ethnicity the disparity by ethnicity was apparent. During the pandemic the staff began to see a larger disparity between ethnicities so NHS asked the district for past grade distributions. The spring 2018, 2020, and 2022 grade distributions show a pattern of underachievement in specific populations that needs to be addressed.



Graduation

The pattern of disparity reflects in Northwood's graduation rate, and also impacts EL students, socio-economically disadvantaged students, and students with disabilities.

Graduation Rate by Student Group 2021 California Dashboard				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	416	402	1	96.6%
English Learners	31	29	0	93.5%
Foster Youth	2	*	0	*
Homeless	1	*	0	*
Socioeconomically Disadvantaged	103	95	1	92.2%
Students with Disabilities	34	25	0	73.5%
African American	11	11	0	100.0%
American Indian or Alaska Native	2	*	0	*
Asian	213	208	0	97.7%
Filipino	19	16	0	84.2%
Hispanic	30	28	0	93.3%
Native Hawaiian or Pacific Islander	1	*	0	*
White	128	125	1	97.7%
Two or More Races	11	10	0	90.9%

Advanced Placement Exams & a-g Completion

The left (gray) part of the table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams for 2021.

The right (blue) table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass) for 2021. These data points reinforce this area of need.

Student Group	AP Students who graduated from a 4-year		a-g completion	
	Cohort Totals	Cohort Percent	Cohort Totals	Cohort Percent
All Students	227	54.7%	288	69.2%
African American	2	18.2%	5	45.5%
American Indian	*	*	*	*
Asian	154	72.3%	159	74.6%
Filipino	9	47.4%	13	68.4%
Hispanic	9	30.0%	16	53.3%
Pacific Islander	*	*	*	*
White	49	38.6%	85	66.4%
Two or More Races	4	36.4%	7	63.6%
English Learner	10	32.3%	9	29.0%
Socio-economically Disadvantaged	35	34.3%	53	51.5%
Students with Disabilities	0	0.0%	6	17.6%
Foster Students	*	*	*	*
Homeless Students	*	*	*	*

Perception Data

School Climate [Survey](#)

The IUSD School Climate Survey is taken every year by all students, parents, and staff. Some highlights from the past survey include:

- The perceived school safety (“How safe do you feel when you are at school?”) state average is 55%. At NHS, 81% of freshmen and 77% of juniors feel safe.
- 93% of students strongly agree/agree that they “enjoy going to school.”
- 82% of students strongly agree/agree that they “have access to the sports, clubs, and organizations that interest [them].”
- 70% of students strongly agree/agree that "teachers make an effort to connect to me."
- In response to the statements “There is a teacher or some other adult from my school who really cares about me, who notices when I’m not there, who listens to me when I have something to say”, the state average is 58%, while 64% of freshmen and 59% of juniors report caring adult relationships at NHS.

- 86% of students report having at least one adult, if not more, that “[they] could talk to if [they] had a problem.”
- 74% of freshmen and 69% of juniors reported teachers having high expectations for them (“There is a teacher or some other adult from my school who tells me when I do a good job, who always wants me to do my best, who believes that I will be a success”).
- 45% of juniors go to bed at 12 am or later.

California Healthy Kids [Survey](#)

In Fall 2021, 9th and 11th grade students took the California Healthy Kids survey. Some insights include the following:

- 69% of freshmen and 58% of juniors strongly agree/agree with the statement “I feel like I’m a part of this school.”
- 85% of freshmen and juniors strongly agree/agree with the statement “I try to make sure I am good at my schoolwork.”
- 70% of freshmen and 73% of juniors strongly agree/agree with the statement “I try hard to understand new things when doing my schoolwork.”
- 79% of freshmen and 75% of juniors reported that the statement “[t]here is a teacher or some other adult from my school who always wants me to do my best” was pretty much or very much true.
- 81% of freshmen and 66% of juniors reported that the statement [t]here is a teacher or some other adult from my school who believes that I will be a success” is pretty much or very much true.
- 64% of the ninth grade students “agree” or “strongly agree” that there is “Promotion of parent involvement in school” in comparison to 57% of the eleventh grade students.
- Although 65% of freshmen and juniors report the “school is usually clean and tidy,” this is a decrease from 77%.
- In response to the question “During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?” 90% of the freshmen responded zero times and 91% of the juniors responded zero times.
- 12% of freshmen and 17% of juniors feel “School is worthless and a waste of time.”

Chapter 3: Self-Study Findings

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Northwood's Guiding Document and current schoolwide action plan reflect the continued belief by the Leadership Team and staff that collaboration is the hallmark strength of the school's programs and that the growth and learning of all students is central to NHS. Furthermore, a culture has been developed that values individual input and open discussion. School Climate Data from 2020 suggests that 85% of staff at Northwood High School report being satisfied or very satisfied with the overall educational experience at their school. Additionally, 91% of staff are either satisfied or very satisfied with the quality of academic facilities and materials at Northwood. Conversations and collaboration occur in a variety of contexts, whether at lunch meetings between colleagues or course cohorts, Wednesday morning collaboration time, staff development sessions, Leadership Team meetings, or in social settings. Conversations abound regarding student achievement data, best practices, instructional experiences, individual students and curricular issues. NHS staff also believe that strategies of collaboration, observation, and mentoring are used to encourage innovation and teacher improvement. Northwood's emphasis on communication and collaboration help create a sense of community which was found in the School Climate data from 2019-2020 in which 82% of staff are either satisfied or very satisfied with the sense of community,

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

Though the Northwood High School community and staff have changed since the school opened in the fall of 1999, one thing has remained the same: the growth and learning of all students is the primary focus. The Northwood High School Guiding Document, developed by a committee of NHS staff, and then presented to parents, students, and community members for review, captures the collective vision. The guiding document is presented to all NHS stakeholder groups annually and is integrated in the programs supported by the LCAP. The Northwood community continues to believe that pursuing growth is a schoolwide responsibility as the guiding document was created with the belief that when students, staff, and community follow its tenets, students achieve at high levels in the classroom, in leadership positions, on the stage, in the athletics arena, and in the community at-large. The Irvine Unified School District Continuous Improvement Efforts states that growth is achieved through reflection, support, and intellectual risk-taking. The NHS community is of the same mindset.

Northwood High School communicates this vision to the school community through the planner, posters, and staff development. The school values are also shared with the school community through the school letterhead, the planner, bulletin, school website, banners, posters, Pride of the

Pack recognition, T-wolf Thank You emails, 8th Grade Family Night, and grade level parent nights such as New to Northwood Night, Sophomore Family Morning, RACC Night, Junior Family Night, and Financial Aid Night.

As part of the school vision that student growth is the responsibility of the entire community, parents participate directly in the decision-making process. Through the PTSA and the School Site Council (SSC), parents are able to contribute and aid in establishing the direction of the school. The PTSA is the strongest supporter of Northwood's vision and values as the priority of the organization is the well-being of the whole child. The PTSA provides funding for learning-related items for classrooms and supports both Wellness Day and the Link Crew. It also helps coordinate the Pride of the Pack Awards breakfast, which celebrates and honors students who exemplify the school's core values. SSC parent members are voted on by their peers and meet throughout the school year to offer feedback regarding such items as the Single Plan for Student Achievement (SPSA), WASC Action Plan, school budget, the NHS core values, and much more. In addition, these groups also provide feedback on the district LCAP both in the initial planning stages and before its final School Board approval. More recently, as of 2018 Northwood has also added committees for CSALT and Challenge Success which are both composed of students, parents, and staff. Both programs aim to help students and staff balance high expectations with student well-being. Challenge Success included training for staff members in order to spread strategies and knowledge through staff developments days and PLCs.

Northwood's Expected Schoolwide Learning Results (ESLRs) are rooted in the school's core curriculum and various extracurricular opportunities. The Leadership Team has effectively supported the design of the curriculum at Northwood High School to address the California Common Core State Standards (CCCSS), placing an emphasis on complex critical thinking, effective communication, and quality work. These elements are embedded in daily lesson plans, assignments, and assessments. Results are manifested in student products—more than 83 student-led clubs, events, and programs.

The academic curriculum is constantly evaluated at site and district levels to ensure that the CCCSS and the school ESLRs are aligned. The NHS Guiding Document and ESLRs are a natural extension to the [IUSD Continuous Improvement Efforts](#). Northwood High School provides a variety of course selections designed to enable all students to demonstrate proficiency in the CCCSS and the ESLRs. While fostering student wellness, high expectations and rigor continue to be exemplified in all courses.

One prominent example of the Guiding Document's influence is the Teacher Advisement Program. Starting in the 22-23 school year the PTSA will gift Advisement teachers \$50 to spend on classroom culture activities and bonding. Northwood strongly believes that the TA program consistently demonstrates that making a connection to school is essential and that students achieve at higher levels when connected to an adult on campus. The value of the TA program is supported by School Climate Survey data of 2021, which states that 88% of the students believe they have at least one adult on campus to whom they can receive support and 93% of students report that teachers at school help all students be successful. Northwood contacts the teachers who are identified by students as trusted adults in the annual Equal Opportunity Schools (EOS)

survey to make teachers aware of this identification from the student. This allows the teacher to continue to foster the relationship as well as reach out to students who may be struggling.

The Link Crew program supports both incoming 9th graders and all students new to NHS. Link Crew was developed and implemented sixteen years ago to help students acclimate to the Northwood High School culture and familiarize themselves with the school's core values of integrity, compassion, and mutual respect. Link Crew strives to create a culture of inclusiveness on campus by teaching teamwork and communication skills while guiding students to understand what it truly means to be a "part of the pack." Link crew leaders guide freshmen students through games and activities that embody the core values and visit freshman TAs to follow up on student progress throughout the year.

Each year, NHS certificated staff develops goals as part of the evaluation process that are directly linked to the IUSD Continuous Improvement Efforts. After review of this document, the NHS Administration, with approval from the Leadership Team, adopts a specific improvement target which is then included in both the annual staff "Goals and Objectives" form and the evaluation process. IUSD and Northwood have added a new social justice initiative for the district, school, and for individual teachers in 2021 in response to nationwide and community events. As a part of this effort, teachers are required to incorporate a social justice goal to their yearly goals. These are points of emphasis in conversations with teaching staff during the Goals and Objectives meeting, the classroom visitation process, and end-of-the year evaluations.

A2. Governance Criterion: The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Northwood High School's policies and procedures are consistent with that of the IUSD administration and the governing board. The NHS Guiding Document, the SPSA, WASC Action Plan, NHS values, and ESLRS are supported by the district-articulated vision, mission, and values. The district supports schools through the development of the SPSA template. District initiatives are addressed through the plan, including school-created homework policies and staff development plans. NHS also includes the WASC Action Plans into the district SPSA each year. The SPSA is reviewed and refined by stakeholder groups such as SSC, the PTSA, and school staff. After receiving stakeholder input and completing the SPSA template, the IUSD School Board approves the final document. The SPSA is the driving document for professional development and school initiatives.

Stakeholder groups engage in the governance of the school through the SSC and by reviewing various surveys. The SSC includes parents, students, teachers, two administrators, and a classified staff member. In addition to reviewing the SPSA, this group reviews WASC Action Plan progress and any other changes to the school program, including reviewing achievement and perception data and feedback gathered through surveys. For example, in the School Climate

Survey for 2020-2021 56% of students and 83% of staff disagree or strongly disagree that the level of stress they feel is generally low. This statistic has remained high for a number of years and is frequently targeted. In response, students have reported that some teachers start classes with SEL checks and TA teachers receive training to discuss stress management techniques during conferences in the fall and spring. This is seen in the fact that 52% of students and 75% of staff report that they are healthy.

PTSA, though not officially involved in the formal approval process, reviews achievement and perception data and provides input on the school program. Examples include reviewing the WASC Action Plan and obtaining LCAP input to smaller issues such as Back to School Night concerns and calendar adjustments.

Through the years, NHS has struggled to maintain consistent parent participation in the English Learner Advisory Council (ELAC). During Covid hybrid learning there was a significant drop in parental involvement in meetings and Back to School Night. This stakeholder group is important to the NHS staff given the growing population and the need to better support English Language Learners. This continues to be an area of improvement. The EL Coordinator has thus tried to increase parental involvement in the most recent school year by communicating more frequently with parents. There are four ELAC meetings a year, the time and place of these meetings is communicated via emails and on the school website. EL students are also reminded of these meetings in class. Since the EL population is significantly majority Mandarin speaking, the school provides an interpreter for all meetings.

Northwood High School's Leadership Team consists of administration, department chairs from every department on campus, the Activities Director, Athletics Directors, School Psychologist, Head Counselor, Librarian, EL Coordinator, and the Administrative Assistant to the Principal. The Leadership Team meets monthly to make decisions that promote learning, guide school policy, and effectively allocate resources to ensure that school goals and priorities are met and that students are achieving at high levels.

NHS leadership also looks to include a student perspective in decisions by drawing upon multiple groups to obtain feedback on school policies and procedures. The Associated Student Body (ASB) consists of students from all grade levels, chosen through an election and/or interview process, and are routinely drawn upon to solicit feedback from a student viewpoint. As student leaders on campus, they are an integral part of any policy's implementation and are used to gather feedback for the LCAP and any new initiatives. The Principal's Council, a diverse group with a variety of backgrounds and interests who are nominated by teachers, is another group of students NHS leadership uses to gain perspective and gather data from. Another resource drawn upon is the Student Forum. This representative body is made up of delegates from every TA on campus. During their monthly meetings, these representatives provide input on general issues and vote on a variety of staff and student recognition awards. The school staff could better use the Student Forum to provide more consistent feedback and input. Lastly, leadership and staff use the School Climate Data to assess NHS's success and shortcomings in academics, social emotional learning, extra curricular activities, and community connection.

The district recruits a cohort of teachers, site and district administrators, community members, and parents to discuss district-wide improvements for committees such as the Continuous Improvement Council, Curriculum Advisory Committee, EdTech Mentors, PLC Facilitator Coaches, and the Math and Science Pathway Committees. These committees often provide stakeholder feedback to the board and district office administrators as they develop policies, procedures, and curriculum. They also bring district wide initiatives to the NHS staff and serve as a bridge between NHS staff, district, and students.

As outlined by the IUSD District Strategic Plan and articulated in the District Vision Statement, the School Board and Executive Cabinet place value on providing “the highest quality educational experience we can envision.” In an effort to make this vision a reality, the district has established Professional Learning Communities (PLC) as a major initiative. In 09-10, PLCs became a major part of all IUSD and thus NHS professional development objectives. In an effort to strengthen PLCs across Irvine, the district has developed a committee of PLC Facilitator Coaches, individuals from a variety of departments from each school site who meet to discuss department and staff PLC struggles and successes. They are trained on how to better develop their homesite’s PLCs. Regular training focuses on facilitation strategies and assessment literacy to ensure facilitators are effective in their practices to work with teams in identifying evidence of learning, overcoming roadblocks, and helping teams develop effective structures and protocols to work collaboratively. Through the refinement of essential course material and common assessments, staff monitors student achievement, modifies curriculum, and ensures that students have mastered the necessary skills to transition effectively to the next course level.

In conjunction with the IUSD Continuous Improvement Efforts, the Guiding Practices and Principles outline four essential questions within departmental learning communities to promote planning and foster student learning. The district has created progressive goals from 2016 to 2023 for the district, site leads, PLC teams, and students in order to better reach the ultimate goal of establishing the best teaching practices. Specifically for the 21-22 school year, PLC teams were suppose to: Guarantee that all students master the essential standards by the end of the course and/or year; Engage students as full partners in all stages of The Learning Cycle; Provide formative assessment and effective feedback to students to move learning forward; Use common assessments aligned to the essential standards to elicit, interpret and act upon evidence of learning; Use grading and reporting practices to accurately communicate student mastery of standards.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement
Criterion: Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

On a regular basis, the Leadership Team and SSC analyzes specific data including test scores, suspension and expulsion data, attendance data, SBAC data, grade distributions, and intervention data to help inform decisions. Each year the SPSA (including the WASC Action Plan) is

reviewed by the SSC in the spring so that refinements can be made for the following school year. Revisions are made based on achievement and perception data. The staff development focus for the year is determined by the administration with input from the Leadership Team as an extension of the progress made on the plan in previous years.

The Leadership Team is the major decision-making group on campus and approves major changes to the school program. When more staff perspective is needed, department chairs solicit this feedback from department members. In addition, members of the Leadership Team are expected to make announcements, communicate changes, and identify and navigate any potential obstacles to their departments. Leadership Team members bring forward concerns as they arise.

NHS has identified a need to improve the communication between the Leadership Team and staff. Another area that continues to be a work in progress is effective communication between general education teachers and education specialists as staff members work together to accommodate and modify curriculum and support students in a more efficient manner. Over the last few years, teachers who are identified as receiving collaborative services in their classes have been trained on how best to use the support teacher or instructional assistant support.

In order to meet the needs of the NHS students and to be a more equitable school, NHS combined the EOS team with the MTSS/PBIS teams to develop more cohesive solutions and to be more effective when identifying common issues. The Student Intervention Team (SIT) and the EOS/MTSS/PBIS committees, now dubbed the [Equity Team](#), review individual student data as well as group data to determine program effectiveness and to make recommendations for improvement. While the SIT focuses more on individual student needs, this group often identifies needs and presents new ideas for the school. The Equity Team reviews group data, which includes identifying the effectiveness of the current intervention programs and recommending new services. These groups have served as important advisory groups to determine school programs and identify the ever changing needs of the student population.

For example, NHS staff analyzed student data and found a concern with the need to balance high expectations and student well-being. As previously mentioned, in the School Climate Survey for 2020-2021 56% of students and 83% of staff disagree or strongly disagree that the level of stress they feel is generally low. NHS believes that it is essential for students to maximize their academic achievement through the practice of effective study skills and healthy living habits. As a result, teachers review the homework policy each year to ensure that students are receiving meaningful and purposeful homework designed to support the academic achievement of essential course material and the state standards. Collectively, it was agreed that daily homework will not make up for more than 25% of a course grade. Each department has developed a homework policy relevant to its discipline, which is included in course syllabi department-wide. The homework policy includes academic breaks, including no homework during Semester Break and no homework or studying during Winter and Spring breaks. In addition, finals week during the fall semester has been moved to before Winter break so that students do not feel the pressure to study during their Winter break. In the School Climate survey for 2022, 77% of students strongly disagree or disagree with the statement “I regularly have homework on weekends and over breaks” showing that teachers have lessened the amount of homework assigned over breaks.

To further address student's academic stress, teachers have changed their philosophy on late work. In the school Climate survey for 2022, 66% of students strongly agree or agree with the statement "My teachers accept late work." Furthermore the school encourages students to relearn concepts and reassess to show their understanding of content. In the school Climate survey for 2022, 71% of students strongly agree or agree with the statement "I have the opportunity to retake quizzes/tests to improve my grade." These shifts in policy are all created with the hope of allowing students necessary time to master essential standards.

As a result of the focus on a well-balanced student, NHS continues the "State of the Student," a schoolwide event that focuses on the school community and on the students as a whole, not just their academic performances. The day centers around a theme that focuses on healthy student mindsets and is organized by the State of the Student Committee which includes parents, students, and staff. The goal is to encourage students to develop social emotional skills and the appropriate tools to address challenges that exist beyond high school. The overall well-being of the students remains an ongoing concern for the NHS community and is a central focus of the WASC Action Plan moving forward.

A4. Staff: Qualified and Professional Development Criterion: Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

IUSD and Northwood believe that the first step in ensuring that all students achieve the academic standards is having fully qualified staff in the classroom. The process of ensuring that all teachers are fully qualified begins at the district level. The district Human Resources Department screens all teacher applications to ensure that the candidates are credentialed to teach within their subject matter. Additionally, candidates take a screener to assess their ability to make effective decisions given certain potential scenarios. Applications that clear the district-level screenings are then passed on to the school site where the school conducts interviews and ultimately makes staffing decisions. The interview process at the site includes department chairs, administrators, and members from various departments.

Teachers who are new to the teaching profession participate in the district-run Induction program and receive support from experienced mentor teachers who in turn, receive stipends for their role. Wherever possible, these new teachers are paired up with an Induction mentor teacher from Northwood High School. Induction was recently overhauled to address and support new teachers in the Continuous Improvement Efforts identified by the district. IUSD's Continuous Improvement Efforts illustrate NHS's core mission to develop essential capacities within its students and staff, and to evaluate, each day, the impact of teaching on student learning. Additionally, administrators in IUSD are part of the district sponsored Administrator Induction program, which is needed to clear their administrative credentials. Lastly, all administrators are part of the Continuous Leadership Academy each year where small groups focus on goal setting and coaching skill development.

For those faculty members, new or experienced, who have just recently joined the Northwood High School staff, an orientation is held prior to the beginning of school and continues with meetings regularly during the school year. Veteran teachers and administrators help welcome the new staff and review many key components of how to prepare for the year and how to get involved. Veteran teachers continue to meet with new teachers throughout the year at lunch. Additionally, new teachers are paired with a mentor teacher who has been at the school for several years who helps these new teachers transition into their department and into the Northwood community.

At the start of each school year, the first staff meeting is focused on providing appropriate documentation regarding responsibilities and expectations to the staff. This includes the Administrative Responsibilities Chart, Counseling Units, calendar dates, Emergency Plan and Responsibilities Chart, substitute system, first day of school procedures, technology use, attendance protocols, and Mandated Reporter training. In addition, any new policies and procedures are communicated throughout the year through emails and at staff or department meetings.

At the end of each school year, teachers have the opportunity to share with their department chair and administrator their teaching preferences for the following year. While it is not always possible, efforts are made to arrange the master schedule to accommodate requests. The faculty upholds a tradition where each teacher's assignment includes a mixture of Honors, CP, and support classes depending upon needs and allowances within the master schedule. In core academic areas, the effort is made for each department member to teach in 9th and/or 10th grade as well. Teachers and the Leadership Team believe that this is in the best interest of all students as it helps avoid the negative perception that only certain teachers instruct "low-performing" or "high-performing" students. This also helps to maintain high learning expectations for all students, and gives teachers the opportunity to work with a cross section of levels and students. In addition, teachers are provided the opportunity to communicate their desired schedule to department chairs and administrators.

Northwood High School also believes in supporting its teaching staff through professional development. The school's Professional Development Plan is always a direct reflection of the WASC Action Plan and is monitored by SSC and the Leadership Team. Professional development at Northwood High School is accomplished in a variety of ways to address the diverse needs of the students, teachers, and staff. In 2018, in an attempt to address concerns from the staff about their comfort with differentiation, Northwood partnered with Harvard School of Education to gain tools and knowledge to better differentiate for various types of learners. From that training, many departments were able to identify a few key takeaways to incorporate into their classes. Another example is when teachers requested more strategies in order to develop more equitable classrooms. The district provided Zoom meetings where staff from a variety of school sites could learn about the importance of equity and learn strategies to remove barriers for students.

The Northwood High School administration maximizes opportunities for fiscal support of teacher collaboration and development. Professional development outside of the Wednesday morning collaboration time also happens through funding from the district and school

site. Teachers get PLC release days in order to discuss large curriculum changes, trends in data, and develop lessons based on refined learning targets. The amount of PLC days vary each year depending on district funding.

The last few summers, NHS has been fortunate to have funds to support summer work for staff. Departments were given the opportunity to meet as PLCs in order to plan ahead. The district offers training opportunities for individuals as well as training for departments. The IUSD Summer Learning Institutes included training in: equitable grading practices, secondary differentiation academy, and building thinking classrooms. In recent years Northwood sent the science department to a training for Standard Based Grading and members of the math department attended a training for CPM.

Another area of consistent, ongoing professional development is the 9th and 10th grade Humanities Core teachers, who are released twice a year to norm the anchor assessments. This allows English and History teachers the opportunity to discuss and agree upon their expectations for the anchor assignments as well as to ensure that they are grading in a consistent manner. While this was put on hold because of Covid-19 and subbing shortages, the plan is to bring these days back since NHS prioritizes this time.

Over the last two years, training has been most focused on the response to Covid. Teachers were offered training on distance learning techniques, technology use in the classroom, and social-emotional learning.

Counselors attend the community college, CSU, and UC workshops, which are offered throughout the year in order to stay current as to the requirements and trends in the college admission process. Counselors have made a conscious effort to attend more out-of-state college conferences (hosted in California) and Career Technical Education conferences.

There are several teachers released to support more specific staff development. NHS has four on-campus Education Technology Mentors (ETM) whose role is to provide technology-specific support to other staff members. This is in addition to the 8 PLC Facilitator Coaches who are also trained and supported by the district.

The certificated teacher evaluation structure is determined by the Irvine Teachers Association contract. Each fall, NHS certificated staff members develop goals as part of the evaluation process that are directly linked to the IUSD Continuous Improvement Efforts and schoolwide focus areas. Each certificated staff member fills out the “Goals and Objectives” form and returns it to their administrator. Certificated staff on evaluation cycle conference with an administrator to review goals. From there, formal observations are scheduled and post-observation conferences held, where areas of strength and growth are identified and discussed. At the end of the year, the final evaluation includes a narrative with a reflection on goals as well as feedback on the California Standards for Teaching Profession as observed through formal and informal observations. All temporary and probationary teachers are evaluated annually, including two formal observations per year. Tenured staff members are evaluated every other year unless they have been teaching for more than 10 years and can be on a 5-year cycle, as agreed upon with the evaluator.

Classified staff members are evaluated through a process agreed upon with the California School Employee Association. Permanent staff members are evaluated annually based on hire date or at the end of the year. New employees are evaluated within the first four months. All evaluations include goals set and agreed upon with the evaluator and member.

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

The campus maintains the look of a recently built secondary education institution. It boasts well-maintained exterior grounds and interior spaces, a tribute to the attention given to it by all staff members. The maintenance staff at NHS works diligently to keep the grounds attractive, clean, and safe for all who come on campus. According to School Climate data, 75% of parents and 91% of staff are either satisfied or very satisfied with the quality of academic facilities and materials at Northwood. The school is frequently cleaned by day time and nighttime custodial staff. Broken or worn out areas are mended quickly. The Oak Tree (central quad) is a key space on campus. It is a main gathering place for students and is the centerpiece of campus and student life outside the classroom.

With the passage of Measure E, Northwood received updates for many of the facilities on campus. One of the biggest updates was the all-weather turf track and field. The passage of Measure E is a demonstration of the support of the community. This update has helped to create more playing opportunities for many of the athletics programs at Northwood. There are future plans for other improvements as NHS continues to identify needs.

Northwood meets the needs and challenges of integrating technology seamlessly into the curriculum through exceptional support provided by a student Tech Staff, a Technology Mentors, a Technology Technician and a Media Specialist. A typical classroom allows NHS staff to move around the room while using technology. Staff have access to a variety of tools (e.g. a presentation clicker, a two-in-one tablet, and a wireless document station). Streaming Video, Interactive Web software, and other means of instruction are used by the instructor in any location in the classroom. The infrastructure of NHS easily allows for seamless wireless throughout the campus. Students use the Wi-Fi for their own personal devices as well as the devices provided by the school. High-end computer labs utilize sophisticated software for AP Computer Science, Engineering, Visual Imagery and/or Computer Graphics. Mobile carts with two-in-one tablets or laptops or Chromebooks are available for student use in the classroom. Students may also check out devices and keep them throughout the year to get their work done in the classroom and at home. According to those surveyed, 100% of NHS students say they have access to a device while at home. Staff are proficient in using Canvas, a content management system (CMS) with online content they have developed for students and the curriculum. At NHS, the expectation is to use the hardware and software to improve the delivery of content. The majority of staff is willing to take the time to learn, train, and implement new ideas when it comes to integrating technology within the curriculum.

The allocation of resources at Northwood High School is not a decision left solely to the administration, but a process in which staff participate. Each spring, departments submit a budget to the principal who then allocates money from a variety of resources to support instruction. This budget includes textbooks, consumable supplies, professional development, and equipment. All requests are then considered and the final budget is submitted to the district. In recent years, most requests have been funded; however, in difficult financial times, it has been less. Each year, SSC reviews the school budget and, starting this school year, the Leadership Team has also been provided a copy.

The district budget allocation includes \$181 per student to cover general supply costs (including maintenance and operations, technology, textbooks, professional development, etc.). In addition, \$325 per English Language Learner is allocated to provide instructional assistant support and to purchase supplies and equipment specifically for EL students. This year, a set of translation headsets and laptops were purchased. Finally, \$44.50 per student who participates in the Free or Reduced Meal Program, EL and foster youth is allocated to the schools to support intervention efforts. These district allocations are intended for use in direct relation to the district LCAP as well as school goals. Each year, all school accounts are audited. Accounting practices and procedures are outlined by the best practices in the Fiscal Crisis and Management Assistance Team (FCMAT) manual and through a review of past audit findings. The district office regularly reviews and communicates with sites regarding best practice and any adjustments that need to be made.

Parents are a vital resource at Northwood High School. NHS parents are involved in many school groups such as School Site Council, PTSA, Boosters clubs for Athletics, Instrumental groups, and Choral groups. Pledges made to PTSA provide additional resources for curriculum departments and for schoolwide improvements. Requirements for these donations are provided to the principal who then allows departments to make requests. NHS Booster clubs have successful fundraisers and provide school groups with resources such as extra equipment, coaching stipends, and opportunities for additional competitions. The Irvine Public Schools Foundation (IPSF) also provides money in the form of athletic trainer salary, class size support and ITAP grants, which teachers must apply for each year.

In recent years, the district received extra money because of the increased resources needed due to Covid-19. This money was used to hire more teachers, reduce class sizes, hire extra counselors, and pay for PPE for students and staff. There was also money for a Learning Lab class that targeted students who were identified by the counseling staff as needing more academic support. While this increase in funds is temporary, it does show the district tried to support the increased needs of students due to the pandemic. While some funding was temporary, NHS always strives to increase its resources and apply for grants. Through these resources, significant facilities modifications have been made to NHS or are planned for the future. In addition, supplies, technology, equipment, textbooks, professional developments, field trips and certifications have been funded. These grants have allowed for significant progress and much needed updates to CTE programs, which are vital to the development of students' career readiness.

Areas of Strength:

- NHS has a clear Guiding Document as well as core values with strong buy-in from the school community.
- Collaboration is valued among NHS staff and administrators with PLC time used efficiently and consistently
- NHS has well-qualified staff and 92% report “they enjoy teaching at NHS.”
- NHS has supportive parents who are generous with their financial resources.
- NHS has an engaged and involved student body.
- NHS teachers and students are provided the necessary resources to meet student learning needs and support educational programs.

Areas of Growth:

- Continue to promote wellness for both students and staff in order to cope with stress and to find balance.
- Increase parent engagement so that their voice is heard more consistently throughout the year regarding school decisions and procedures.
- Provide staff with resources and training to continue addressing the needs of EL students, Black/African American students, Hispanic/Latino students, Special Education students, and socioeconomically disadvantaged students.

B. Curriculum

Northwood High School students receive a high-quality, academically challenging curriculum that is based on the California Common Core State Standards (CCCSS). In supporting the entire student body of English Language Learners, Special Education, Honors/Advanced Placement, college-bound, and career-focused students, Northwood ensures that it creates life-long learners who communicate effectively and think critically. Northwood's graduation rate of 99.8% in 2021 and about 80% of students completing minimum college graduation requirements are two indications that its goals are being met. As stated in the profile, the students perform above the district and state averages on the CAASPP in Language Arts, Math and Science, in addition to having a higher composite score on the ACT than the state average. Northwood also has AP test pass rates between 75%-100%. All courses at NHS address the CCCSS and all core classes have an established pacing guide or course map to demonstrate alignment to the standards. NHS is known for rigorous courses for all students.

B1. Rigorous and Relevant Standards-Based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college and career readiness standards, and the schoolwide learner outcomes (ESLRs). Through standards-based learning (what is taught and how it is taught), these are accomplished.

Northwood constantly works to improve to ensure students are challenged, engaged, and supported in their academic and personal pursuits. Teachers constantly re-evaluate the curriculum to ensure their students receive the best education possible. A recent focus has been on mental health, SEL (social-emotional learning), and revising curriculum prior to, during and after Covid interruptions to continue to provide rigorous standards despite any changes in attendance and emotions. Curriculum was altered during Covid quarantine and hybrid situations to still provide rigorous content while providing more flexible time for students' personal needs to maintain a healthy mental balance. Since 21-22, the curriculum has been adjusted and is still undergoing revision as NHS transitions back to its previous schedule to ensure for optimal student academic and personal success.

One of the school's founding goals is that students taking the same courses will have a common experience, regardless of the teacher. Therefore, teachers regularly meet to collaborate in an effort to refine and develop curriculum to provide the most pertinent educational opportunities. An important aspect of this is the development of student reflection concerning application of skills prior to and during units so that common formative and summative assessments provide academic engagement while providing a more personally enriching environment. Teachers work together to adjust curriculum by revising and developing assessments and success criteria. The goal is to design and implement common summative unit assessments in order to measure a competent level of understanding for essential skills or concepts so that teachers may assess skills taught and students' ability to independently respond in meaningfully critical ways. This empowers teachers to create and adjust lesson plans and curriculum in order to align goals for unit plans and to clarify success criteria and any necessary skills so that teachers remain focused

on the goals in addition to providing clear intentions with students and families, thereby providing stronger support for students. The teachers have used and continue to find the need to use the PLC model to analyze the data, share and compare with colleagues so they can share best teaching practices and strategies as well as to develop and refine formative assessments that provide learning opportunities so students can achieve proficiency in essential learning targets with systematic re-teaching opportunities. This is an area that will continue to receive focus. Furthermore, the PLC collaboration allows for teachers to develop vertical alignment between courses so each level progressively provides appropriate instruction and review so students can achieve academic, emotional, personal, and social success each year. As the CCCSS and NGSS implementation continues, there is a need for continued refinement and discussion concerning vertical alignments, both within the school program as well as with feeder and post-secondary schools. This will be a continued effort.

Northwood High School Core Courses

From the school's inception, Northwood High staff expected all students to have a core experience. This begins with a 9th and 10th grade guaranteed curriculum including 9th and 10th grade Humanities Core (English and History), two years of Integrated Science, Integrated Math (at the appropriate level), and Physical Education for all freshmen. Students must engage in Math, Science, English, and History during the first two years. Northwood mandates a college preparatory curriculum (with limited exception) for freshmen and sophomores. In the junior and senior year, students are offered more choices including AP, college preparatory, non-college preparatory, and elective classes.

Northwood and Irvine Unified have transitioned from traditional math classes to Integrated Math 1, 2, and 3. Math 4 has also been developed since 2016. The pathway includes an Enhanced pathway which includes one and a half years of math per school year. Students matriculate from Enhanced Math 3 and Math 4 to Calculus (offered through Chapman University) or AP Statistics (could be taken after Math 3 also). This pathway places students from a variety of math levels, based upon multiple measures of ability, into appropriate levels for individual students. Most freshmen are placed in Math 1 and matriculate through Math 2 and then Math 3 or through the Enhanced, or advanced track. More advanced students are initially placed into Math 2, Enhanced Math 2, or Math 3. Math 1AB is a one-year class designed to support students who will benefit more from establishing and developing the foundational skills to be prepared for Math 1 standards.

The purpose of this curricular approach is to reflect the new standards' emphasis on building conceptual understanding and making connections to all Math disciplines such as Algebra, Geometry, Trigonometry, and Statistics. The Math Department delivers a standards-based curriculum in its courses that is aligned with CCCSS and follows the Math pathways as defined by IUSD. The department ensures a rigorous and relevant curriculum for all students. Multiple representations of work are also modeled to appeal to visual, tactile, and auditory learners and individual help is provided to provide more scaffolding for struggling students. The courses use textbooks that have been adopted for Integrated Math 1, 2 and 3 in order to meet CCCSS and to promote rigorous inquiry-based learning. The curriculum allows for consistent access for all students to achieve because it allows for a variety of different abilities and learning types. The problems are investigative where students work in

groups to find patterns and take “team tests” where they are required to collaborate on solving more challenging problems than on typical assessments. Students follow “problem-based learning” working through real world problems and finding repeated reasoning to discover important formulas, procedures, and concepts through finding patterns over a sequence of similar solution strategies. In addition to common summative assessments, each course uses common Exit Tickets to formatively assess students. The curriculum exposes students to standards at one level that are developed and in later courses.

College Math Prep (ALEX) is an option offered through Irvine Valley College (Math 5 and 10) for students planning on enrolling in community college. Students are co-enrolled in math classes at IVC online but work through the course material with the support of a NHS math teacher during the assigned period.

The Science Department collaborates to ensure that the curriculum is standards-based and that there is vertical alignment between Integrated Science 1, 2, and 3 (IS1, IS2, IS3) as the curriculum is further refined to meet the Next Generation Science Standards (NGSS). As of 19-20, Integrated Science 3 was offered to junior-level or above students. All Science classes establish units on anchoring phenomena, in which key scientific concepts are applied to connect to and explain real-world situations so the learning is more applicable and relevant. Overall, the integrated classes use problem-based learning, student guided discussion, and collaborative, small group learning to engage and support all students. Furthermore, the Science Department has been attending NGSS meetings with parents, district representatives, university representatives, and teachers and administrators from middle and elementary schools to establish clear rationale for the integrated model and to refine curriculum to provide an active and relevant learning experience for students.

All 9th and 10th grade students take two years of Integrated Science at the college preparatory or honors level. However, in the fall of 2022, classes were combined to offer all students an embedded honors experience where any student can earn the honors designation. After the completion of the Integrated Science program, 11th and 12th grade students select from IS3 or a variety of discrete science options including: Environmental Horticulture (high school credit); Geology; Marine Science; Anatomy and Physiology; AP Biology; AP Chemistry; AP Physics; AP Environmental Science; or Honors Forensic Science (requires concurrent enrollment in Critical Theory and Forensic Psychology). Students can access these courses in different orders based on their placement recommendations and interest.

In English and History, students all start in either Humanities 9 and then matriculate to Humanities 10. During the 21-22 academic school year, both Humanities 9 and Humanities 10 ran standards based grading pilot classes. The Humanities 9 pilot also combined CP and honors-level students in a heterogeneous course, providing all students the opportunity to earn an honors-level designation. The 22-23 school year will continue the SBG courses in the Humanities Core, and Humanities 10 will adopt the heterogeneous model. English and History classes are united through a focus on World history and literature in 9th grade and United States history and literature in 10th grade. The two classes are paired with the same set of students. This strengthens the opportunity for cross-curricular alignment and projects.

Another advantage to the partnership is that each set of students shares the same English and History teacher, allowing the teacher pair to not only plan curriculum together but to monitor and support student progress. In junior year, students enroll in one of the following English classes: Flash Fiction (non-college prep via teacher recommendation), CP or Honors European Literature, or FORCE. Courses offered for senior year are Literature & Society (non-college prep via teacher recommendation), Contemporary Literature, with either a Science Fiction or Film genre focus (all Contemporary Literature classes include similar types of assessments and prompts so students gain instruction in the same skills and rigorous learning), AP English Literature, or FORCE.

All students must complete the Economics and Government requirement (Model United Nations, American Government and Economics, or AP Government/Honors Political Economics) for graduation. Students can also access a variety of English and History electives in the junior and senior year including: Business Communications; Journalism; Creative Writing; Psychology; World Religions; Model United Nations; AP World History; and AP United States History.

FORCE, or the Forensics Core Program, is a distinct, year-long cross-curricular program that sets out to investigate criminal behavior through the lenses of science, psychology, and philosophy. This inquiry-based program will consist of three courses: Forensic Science (Science), Forensic Psychology (Social Science), and Critical Theory and Literature (English), immersing students in a transdisciplinary experience devoted to developing a well-rounded understanding of human behavior, promoting a hands-on approach toward researching and testing theories, and understanding different legal contexts. Students maintain a digital portfolio of their work in order to complete and present a capstone project that will integrate all three courses. This program will introduce students to a variety of possible majors or careers related to the criminal justice system.

All freshmen are enrolled in a Physical Education (PE) class. Student athletes enroll in their respective sport or a freshman only Co-Ed Physical Education class. After the freshmen year, students select from PE electives such as Yoga, Weight Training, Basketball, Racquet Sports or athletics.

Northwood students are encouraged to be healthy individuals who learn to manage their lives and their schedules. The PE Department ensures that students participate in moderate to vigorous physical activity two-three days a week. All courses provide students with leadership and teamwork opportunities that can foster improvement in all course work. In Weight Training, each student will show mastery by developing a four-day-a-week workout plan that includes weight room or body weight work, a cardiovascular component, heart rate monitoring, and a nutritional plan. In Yoga, students learn a 30-minute Pilates warm-up and are quizzed at the end of every three-four weeks to show mastery of skills learned. Yoga sequences are designed to strengthen both the lower and upper body, increase balance, improve concentration and mental health, and possibly reduce stress. Maintaining a student's physical and mental health is beneficial to well-being and productivity in and out of the classroom. A major goal of the PE Department is to ensure that students are given the skills to create a healthy lifestyle outside the classroom. All Co-Ed Physical Education

classes are accountable for performing the state-mandated physical fitness tests. Co-Ed PE students practice the five skills needed to pass the State Physical Education tests weekly. The six tests are a mile run, push-ups, curl-ups, trunk lift, and finger touch. Progress is documented and reviewed by the teachers. Individual plans are devised to help the students pass the state tests. Northwood has over a 90% pass rate on the state physical fitness tests.

One of Northwood's goals since the last WASC visit has been to adjust curriculum in an effort to better support its struggling learners. Northwood teachers have worked to provide more support and greater options so the students feel more empowered in achieving their own success. Students have been more encouraged to challenge themselves with AP or honors courses if they show motivation, desire, and a growth mindset to allow them to develop their academic skills. In addition to these new courses, the Math and Science Departments have each implemented two co-teach classes (with two certificated content teachers) to help struggling students master a learning objective. Systematically, the school has developed interventions to ensure that struggling students are accessing the curriculum by instituting grades 9-12 Mandatorial, EL Mandatorial, NHS Tutor Center, Peer Tutors, and Learning Labs.

Specialized Courses

The World Languages department is working towards aligning with the 2019 CA World Language standards in both our teaching and grading practices. The WL standards have prompted the department to move away from memorization and grammar and into proficiency in the three modes of communication within their curriculum. The WL Department is moving towards standards based grading practices. While each course teaches its specific content, the teachers collaborate and use the PLC model to create similar shared experiences for students so that all courses provide instruction and a set of standards based on three modes of communication: interpersonal, interpretive, and presentational. Level 1 of each course piloted Standards Based Grading in the Spring Semester of 2022. Students were allowed to retake assessments to demonstrate skills for the purpose beyond merely improving grades, but also to provide greater learning opportunities with the goal to help students develop academic, personal, and school-to-career skills within the target language and as individuals. The department has reflected that there is a need to continue to work on incorporating and assessing interpersonal skills.

The Arts is an area of exceptional recognition for the school. The Arts Department includes dozens of offerings in disciplines such as Dance, Theater, Chorus, Instrumental, Ceramics, Visual Imagery (photography), 2-D Art, and Screen Printing. Levels range from introductory to capstone and AP levels. This program is outlined in the school profile. Under the direction of the IUSD Coordinator of Visual and Performing Arts and the Arts PLC Facilitators, teachers meet several times a year to discuss alignment with the middle schools—a commitment funded by the district. As a result of these meetings, the middle school has become more aware of the needs of the students entering high school so that all programs are aligned with the state and national standards. The PLC model has enabled the Arts Department to share information with all levels.

Northwood's CTE classes complement the core academic classes because students have opportunities to apply their knowledge to real world, hands-on scenarios and problem-solving situations. These courses adhere to the Career Technical Education Model Curriculum Standards for California Public Schools, which include knowledge and performance anchor standards and pathway standards for each industry sector, as well as alignment with CCCSS. Northwood's increased interest in the importance of CTE has developed over the last few years. This has led to the continued interest in Screen Printing, Engineering, the development of Culinary Arts with an added advanced course beyond the introductory course, and Biotech pathways (IVC) to complement the existing CTE courses (Visual Imagery, Computer Graphics, Video Production, Theater Tech, Computer Science, and ROP courses). More information on ROP and CTE is also outlined in the profile. NHS hopes to continue to expand CTE course offerings.

Additional elective courses are offered to students at NHS. Some students are enrolled as Teaching Assistants where they work directly with Special Education students. Older students who are adept at tutoring enroll as Peer Tutors. These students provide support in various entry-level classes and often work with a small group or individual students after school. Peer Tutor, Student Assistant, and Teaching Assistant are offered on a Pass/Fail grading system. The Librarian manages students enrolled in Tech Staff. This group of students address general technology issues on campus, make photocopies and deliver to staff.

Within the mild/moderate Special Education Program, students are supported in the least restrictive environment (LRE). The majority of the students are mainstreamed in general education classes and offered additional support in Directed Studies classes. The Directed Studies classes offer an opportunity for the instructor to re-teach concepts, supplement instruction, provide accommodations for assignments, and provide small group instruction. These classes also provide students with homework assistance and an alternative setting for testing. Directed Studies classes are offered to students with an IEP.

This academic school year, additional classes have been developed to provide support to students with more moderate needs. These additional classes include practical math, practical reading, transition skill, adult living skills, and vocational instruction. The focus of these classes is to help students develop the functional and academic living skills necessary for successful transition to post-secondary life.

Students enrolled in the moderate/severe Special Education Program through the IEP process to develop functional skills as well as skills in Math and English. Curriculum used in these classes is designed and modified to meet the needs of individual students as determined through the IEP process and is aligned with the Common Core standards. Moderate/severe Special Education students frequently participate in general education elective classes supported by instructional staff.

Schoolwide Learner Outcomes/Expected Schoolwide Learning Results

Northwood has four established Schoolwide Learner Outcomes, which NHS continues to refer to as the Expected Schoolwide Learning Results (ESLRs). Teachers work to produce

students who are effective communicators, complex thinkers, reflective individuals, and community minded individuals. All teachers address the ESLRs by means of the California Common Core State Standards and this has become the focus point of Northwood's curricular choices.

Northwood High School students are expected to be effective communicators by the time they graduate. Students demonstrate effective communication skills in a variety of ways in which they provide written feedback, oral comments while collaborating and providing critiques, speeches and presentations, all of which include non-verbal communication as well.

Northwood also stresses the importance of being a community minded individual. All students in Humanities 10 craft a speech about a relevant community topic which they feel strongly about and present to their peers. In the social science classes there is a strong focus on civic responsibility and advocating for oneself. Students are encouraged to register to vote and be politically active citizens. In addition, the Science Department incorporates how humans have affected the earth and students' responsibilities to protect resources. All students participating in community service through club participation can receive special recognition on their transcript if they complete 25 or more hours of community service. Each club on campus has a community service requirement.

Empowering students to become complex thinkers is an integral part of the curriculum. Overall, the NHS curriculum has a strong tradition of pushing students to develop deeper understanding and problem-solving skills. Northwood teachers encourage complex thinking during each lesson and 95% of teachers strongly agree or agree that they provide students a challenging learning experience. By testing concepts, not just problems, the teachers make sure that their students understand the bigger picture and can apply their knowledge to any problem they are given.

Another ESLR valued at Northwood is reflective individuals. Teachers address the various learning styles of their students and accommodate them by offering options in teaching style and assessment. They are provided the opportunity to learn and explore. By giving students the opportunity to take risks, they gain a better understanding of themselves and their learning needs and styles. Anecdotally, NHS graduates have reported that they were well prepared for life after high school due to the skills instilled in them at Northwood.

Technology

Since Northwood's last WASC visit, Northwood has continued to improve its technology use across campus for both students and staff alike. The focus of Northwood's technological improvements has been to empower students to take charge of their own learning, to aid teaching, to model digital citizenship, and to enhance curriculum with a wide variety of tools.

Northwood has been using the online Learning Management System - Canvas by Instructure. Most teachers used Canvas prior to Covid, but now all teachers use it to provide online resources, unit calendars, any slides or notes, and posting homework and course

documents. Many of Northwood's teachers use the more advanced features such as online tests, discussion boards, and the submission and grading of assignments to create an online learning environment that supplements the work done in the classroom.

There are a few classes where students access curriculum online. This includes the Irvine Valley College (IVC) College Math Prep class where students access the Math course through an online platform. The online platform is user adaptive, so as the students work on assigned problems on a particular topic, it moves them onto the next topic if they get enough questions correct. When the student gets a question wrong, the program walks them through a tutorial and gives them more problems until they get enough right. Students also get Math credit at IVC if they pass the class. In addition, students in English Essentials use the Read 180 curriculum, which allows differentiated curriculum based on reading levels as well as regular monitoring. The Learning Lab allows students to remediate coursework (for high school credit and occasionally a-g) through the Edgenuity courses. These courses are all online.

B2. Equity and Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Personal Learning Plans

Northwood's counselors provide extensive support so that all students know their options during and after their tenure at Northwood. Before entering high school, counselors and teacher advisors provide a conference for 8th graders to visit Northwood and discuss their first year academic plan. Northwood also hosts an 8th Grade Family Night to provide incoming freshmen with information about the school and the structure of their coursework. This program opens up lines of communication and is a family's first interaction with the culture of NHS with the hope students will find a place to belong and discover their passions.

Counselors visit each freshmen English class to cover high school graduation requirements, a-g subject requirements for the CSU/UC system, study skills, homework management, extra-curricular possibilities, and all other aspects of being a Northwood student. These counselor visits take place during the fall semester and students are provided an opportunity to ask questions as they begin to develop their own academic plans.

During the sophomore year, the level of support increases when students meet one-on-one with counselors to discuss individual goals. Counselors begin this process by inviting 10th grade students and parents to an information meeting and sending a video outlining basic information that prepares the family for their sophomore conference. Counselors then meet with each student and their parents (if they are available) for 45 minutes to discuss their individualized plan for high school based on their post-high school goals. NHS counselors provide follow-through for these plans when they conduct information sessions in English classes during the junior year. These sessions typically push students to be more proactive in pursuing their post-graduation goals. Students are provided with a general timeline for the

college admissions process and tangible guiding documents to navigate their senior year.

During their senior year, students engage in an even closer relationship with their counselors. The counselors make frequent presentations in Advisement and on Late Start Wednesdays so that students have the necessary support for balancing their academic loads and submitting their college applications. Counselors conduct UC, Cal State, Common App, and community college workshops, in addition to a financial aid seminar. Seniors requesting recommendation letters meet one-on-one with counselors in the fall. The individualized attention the counselors provide supports NHS students as they pursue their postsecondary goals.

Graduation requirements are consistently communicated to all of Northwood's students beginning at 8th Grade Family Night, and are echoed by the Counseling Department during Freshman Parent Night, sophomore conferences, and junior presentations. Counselors thoroughly check student progress toward the requirements using the customized Graduation Check Sheets, Aeries Grad Summary, and Transcript Status Check that are printed on every student's transcript.

The Teacher Advisement works with the counselors and ensures that students are not left on their own to figure out how to get help with curriculum and course work if they are struggling, how to choose appropriate classes each semester, and how to meet all graduation requirements. During both the fall and spring semester, teacher advisors meet with each student in their Advisement for a 20-minute conference. Due to the pandemic, conferences were also offered via Zoom. Before conference week, teachers meet in TA grade level meetings with a counselor to go over important topics to cover at conferences. This ensures that all teachers are aware of state graduation requirements, University of California a-g requirements, and community college requirements. Parents are required to attend freshmen fall conferences and are invited to attend sophomore and junior fall conferences. Parents are required to attend spring conferences for all freshmen, sophomore, and junior students. During conferences, teacher advisors discuss each student's progress, aspirations, student well-being, connection to campus life, and school and career goals. In the spring, the advisor also schedules student classes for the next year. The TA reviews both the individualized plan created at the sophomore counselor conference and Graduation Check Sheet (provided by counselors) to ensure students select appropriate classes based on the student's goals.

Dedicating two separate occasions each year to conferencing demonstrates Northwood's commitment to ensuring that students feel supported and that Northwood cares about helping students achieve their goals. This process helps ensure that all students will receive the guidance necessary to meet graduation requirements as they engage in meaningful conversations with their advisor about the available course options.

Students who participate in the Directed Studies and Study Skills class are monitored closely and at the end of each week, a progress report is sent home so that no student falls behind. Education Specialists review the reports for the students on their caseload and use the reports to inform their interventions and instructional strategies to ensure that students get

the help they need to be successful.

Students interested in taking classes at a community college are encouraged to do so as it allows them to further pursue their goals. While students may not take graduation requirements such as Math, Science, English or History off campus, students may still enroll in any number of other classes offered at the local colleges and universities. Most students who take advantage of this opportunity enroll in classes at Irvine Valley College. In recent years, IVC has offered a selection of summer courses geared directly toward IUSD high school students. Therefore, NHS students have more opportunity to pursue their interests and passions, which supports one of the school's goals of creating healthy, lifelong learners.

Real World Applications

The English and History Departments have developed classes in order to make content more relevant to students. Read 180, Business Communications, Econ of Business classes were developed to support learners by providing them with a more accessible, hands-on curriculum. The high-interest reading material, combined with real-world applications of job interviews, resume writing, business atmosphere, and small group discussion, gives Northwood's students the opportunity to find success.

The Math Department ensures that all students are prepared for transitions to college, career and other post secondary options by incorporating CCCSS and class discussions on the applications of Math. Students solve problems using group work and technology, which serves as a foundation for students to collaborate and use the eight Math practices (persevere, reason, construct arguments, model math, use appropriate tools, attend to precision, make use of structure, and look for repeated reasoning). The Math Department is partnered with Irvine Valley College (IVC) so students can enroll in a class period at NHS but access the IVC curriculum through a computer-based program. This class has allowed students to earn community college credit but also to have support from an NHS Math teacher. AP Computer Science is an ROP course through Coastline ROP. The course is focused on general employment skills in programming, program development, and project management skills.

In the Science Department, all classes have incorporated current events and research articles into the curriculum. The Department has also worked on supporting student writing and presentation skills, critical thinking, problem solving, analysis, collaboration, group work, and communication skills. IS2 has developed the Genius Project, where students get to choose their own self-directed project that they work on throughout the year that links to a particular Science topic. The IS3 course integrates Biology, Chemistry, Physics and Earth/Space Science in a thematic approach with an emphasis on environmental sustainability, problem solving and critical thinking. Student participation in laboratory exercises and the development of critical thinking and problem solving skills. In AP Environmental Science, students complete ten hours of community service and design their own "green" cities. In Anatomy and Physiology, the class is consistently tied back to students' health and well-being. The Horticulture class prepares students for potential career paths and/or post-secondary education and articulates into local community college programs. Students have their own delivery service where they prepare a mission statement,

practice marketing, and organize the delivery.

The World Languages Department engages students in real life activities on a daily basis through the use of grammar and vocabulary. Specific assignments are used to get students involved in the community: job application skills, discussion of current events, and the AP and Spanish 4 initiative to reach the elementary students of Santa Ana by visiting and reading with them. The ASL program also offers numerous sign language events that students attend in their quest to better understand the challenges associated with being deaf.

Northwood's Arts Department provides students with a way to perform, share their art form and advocate for the arts as a whole. These are transferable skills students use in a variety of arenas once they leave NHS. Northwood's annual Night of the Arts allows all the Arts students to display artwork and performances from NHS and the surrounding middle and elementary schools. The Arts Department also includes a variety of CTE courses and programs. One of the primary aims of CTE is developing professional skills that are transferable to the workplace. There is a strong emphasis on hands-on learning experiences, collaboration, and project-based learning for students participating in these pathways. With the help of industry partners and local businesses, Northwood's CTE programs are able to create standards-based curriculum that match educational goals with industry demand. The participants in the CTE courses are a diverse group of students. CTE classes give students a unique opportunity to work with all different types of students to find common ground and solve real world problems.

Northwood's Culinary Arts program serves grades 9-12 from introductory semester long classes through year long advanced courses. Northwood constructed a state-of-the-art commercial kitchen space for students to learn about the fundamentals of the industry. Students in this pathway help support the program by participating in fundraisers and school events such as catering for student organizations. The Culinary program also collaborates with Northwood's Horticulture program to compost their food waste and create an herb garden.

The Video Production program offers Video Production, ROP Advanced Video Production, and ROP Broadcast News. Students who participate in this pathway gain hands-on practical experience with scriptwriting, storyboarding, and video editing. The ROP Broadcast News class also writes, films, hosts, and produces the weekly school news show, NTV.

The Engineering course serves students in grades 10-12. Northwood currently offers Principles of Engineering (POE), which is a foundational first year course. Students are able to complete hands-on projects. This survey course exposes students to some of the concepts they will encounter in a post-secondary Engineering course of study. The course applies and concurrently develops secondary-level knowledge and skills in Mathematics, Science, and Technology. Students also learn how to document their work and communicate their solutions to peers and members of the professional community

The PE Department provides students with fitness principles and activities that foster and

equip them with the skills to maintain a healthy lifestyle. Co-Ed PE is an introduction to team and individual sports where students learn leadership skills, communication skills, teamwork or cooperation skills, and physical fitness principles that apply to their present and future lives. All of these choices allow for a student to enroll in a course where they can pursue a healthy activity that they enjoy and are therefore more likely to continue for a healthy lifestyle.

The Special Education Department helps students prepare for real-world experiences by teaching executive functioning skills such as task initiation, task completion, and time management. Students in the moderate/severe programs participate in the functional academic, life skills, and job development in order to generalize classroom-developed skills in community settings. Community-based curriculum includes: mobility training, personal safety, career exploration, money management, and site-based vocational training. Within the mild/moderate and moderate/severe programs, students receive a variety of IEP-determined services including speech and language support, occupational therapy, mobility training, physical therapy, and vision therapy both in general education and special education settings.

Areas of strength:

- Northwood offers college preparatory, honors, Advanced Placement, ROP, CTE and non-college preparatory courses to create a diverse curriculum that meets the varied needs of the student body but also provides appropriate rigor.
- Time is dedicated to collaborate in Professional Learning Communities to discuss curriculum, assessments, and alignment to other courses.
- The Counseling Department provides conferences and informational meetings on student wellness and college application processes. Counselors also help create a personal learning plan for each student so they can chart their high school careers and plan for their post-high school experiences.
- Advisement provides an additional layer of support for students to review curriculum when scheduling classes to ensure that all students can confidently advance through high school and become independent, healthy, and confident individuals.
- standards based grading is developed around student skills and interests and not arbitrary content
- Math includes problem-based learning and student guided discussion through collaborative and small group learning
- Academic areas follow similar pacing guides in the same course levels and provide students the same essential learning experiences.
- Humanities 9 and 10 and Integrated Science courses have combined honors and CP students in the same classes so all students receive the same rigorous curriculum.

Areas of growth:

- More effort needs to be made for collaboration among departments to continue to develop and refine common formative and summative assessments, specifically as curriculum changes are made.
- The recent additions of Standards Based classes and Self-Paced Learning need

continued reflection and development so homework and late homework policies are implemented in a manner to best support all students.

- There is a need to clearly communicate the reclassification process for EL students, create a system to monitor the EL program and the students who have exited the program, develop an orientation workshop and mentoring program for the EL population, and continue to explore and refine additional supports.
- Continued need to work on incorporating and assessing interpersonal skills and SEL learning in all departments.
- Continued need to work on vertical alignment between courses and with feeder middle school to ensure student success in academic and SEL areas.

C. Learning and Teaching

During the 2016 self-study, a number of areas of strengths for Northwood High School were identified. Northwood teachers collaborate within and across departments on instructional techniques as well as curriculum. Instructors are skilled at and make extensive use of appropriate classroom technologies to aid instruction. Teachers at Northwood firmly ground instruction in standards-based approaches, designing and implementing lessons using state standards. Lastly, Northwood teachers make use of a wide variety of instructional techniques that address the variety of learning styles of students. In 2022, these continue to be excellent indicators of the relevant and coherent standards-aligned curriculum that has become the foundation of the educational experience at Northwood.

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion: To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Humanities

The Humanities departments (English and History) continue to engage students in challenging learning experiences to achieve state academic standards and school-wide expected learning results by utilizing both traditional and innovative instructional techniques. Since the 2016 self-study, Northwood's English department, often in collaboration with the Social Science department, has continued to provide innovative experiences designed to create an equity-centered learning environment. Instruction has evolved to include common assessments offered in a variety of modes, standards-aligned rubrics, capstone projects, socratic discussions, and interdisciplinary writing instruction. The Humanities departments continue to innovate in strategies emphasizing critical analysis of primary sources, historical thinking and writing skills, and extending academic knowledge to the outside world. Inquiry-based instruction is the norm in Northwood's Humanities courses. Student-centered instruction continues to include research projects, group assignments, presentations, debates, close reads, and analytical discussions.

The Northwood Humanities departments have taken concrete steps to enhance standards-aligned instruction. While all curriculum in the Humanities Core courses (9th and 10th grade) has been standards-aligned since Northwood's inception, the Core now includes common assessments and rubrics to ensure all students are involved in rigorous and relevant learning experiences. These common assessments include unit assessments, as well as anchor and capstone essays written by all 9th and 10th grade students in English and History classes, using a common prompt and rubric. Rigor and adherence to the state writing standards is strengthened through a PLC process whereby English and History teachers participate in a norming process to guarantee that all students receive a similarly-challenging experience. This interdisciplinary writing experience gives all students the opportunity to demonstrate college readiness through a rigorous process, blending historical analysis with literature. While students taking upper division English and History courses do not complete an anchor essay, they are engaged in research projects and essays, the instruction and evaluation of which follow the same PLC model as the Core.

Additionally, Humanities have evolved their instruction to include common formative and summative assessments

In 21-22, a small team of Northwood Humanities Core teachers, piloted Standards-Based Grading. Teachers supplanted the traditional grading paradigm with one consisting of categorical grades similar to what is found in primary school classrooms. Additionally, students were given the opportunity to demonstrate new learning after engaging in specific, scaffolded relearning activities. Students who successfully completed the new learning opportunities were then allowed to reassess on specific learning targets. The reassessment process was decidedly more student-centered and required students to take an increased responsibility in their own learning. The pilot was successful enough to warrant that the entire department adopt this Standards-Based Grading paradigm for all Humanities Core courses for the 22-23 school year. Additionally, Humanities Core courses have moved away from honors tracking in favor of an embedded honors environment where students of mixed ability are grouped in the same class and the “Honors” designation can be earned by any student demonstrating exemplary achievement over the course of the school year. Finally, a small number of history teachers have been experimenting with self-paced instruction. In these classrooms, students learn at a pace that best suits them with teachers acting as facilitators. Results thus far indicate that many students can meet proficiency better than they would in environments where the pacing is strictly dictated by teachers.

As mentioned previously, interdisciplinary writing has been a hallmark at Northwood since the school’s inception. In addition to the Humanities Core anchor and capstone essays written by all students, 10th grade students complete a civil rights speech project. This project requires students to analyze prominent speeches in American history and then construct a speech of their own on a topic for which they are passionate, using rhetorical techniques similar to those observed in the historical speeches. This project ensures that all Northwood sophomores are engaged in challenging, student-centered learning that connects literature and history with the world outside of the academic setting. Additionally, Northwood offers an upper division, interdisciplinary, honors-level core of courses in the English, History, and Science departments. This Forensics Core (FORCE) requires students to be enrolled simultaneously in Critical Theory & Literature (English), Forensics Psychology, and Forensics Science. This core of courses requires students to synthesize all three subject areas in their writing as they work toward a FORCE capstone project.

In an effort to guarantee that all students can access rigorous, standards-aligned curriculum designed to make them college and career ready, the Humanities departments offer a number of support classes. After being identified by teachers as candidates for extra support, students can be enrolled in Read/Write, EL. These courses exist in parallel to the college-prep level courses in English and provide the students with extra support so that they can have a better chance at success in standards-aligned lessons. Additionally, a number of sections of each course are designated as “collab” classes. These collab classes are identical to the non-collab classes in terms of the standards-align lessons, but with a Special Education Instructional Assistant or Education Specialist. Typically, these collaborative classes have 5 students with IEPs who are clustered to give them better access to support resources. The Instructional Assistant works in

conjunction with the general education teacher to better enable students with IEPs to access the challenging curriculum.

Mathematics

Instruction in Mathematics at Northwood continues to be centered around inquiry and discovery by teaching core concepts using real world applications. Math department pedagogy provides an excellent balance between conceptual understanding and skills development, supporting the philosophy that students achieve mastery through the spiraling of old and new concepts throughout the year. Students engage, and re-engage, with math concepts through a variety of strategies designed to enhance student understanding by connecting them to real world math problems. The [IUSD Math Pathway](#) allows students to move into the accelerated Enhanced Pathway, which is a year and a half of content in one year, through a variety of entrance points or through Summer Bridge Classes. The pathway was developed to allow students to accelerate at various times in their school experience.

Teachers in the Math department utilize strategies designed to leverage student interaction to foster the inquiry and discovery mindset. Students regularly engage in learning opportunities through small group discussions. Students engage with the standards-aligned curriculum in table groups, pairs, and whole-class discussions. This mindset is carried through to assessment as well. In addition to traditional math tests, students are regularly assessed using team test formats. These formats often reduce the stress students might feel in learning complex math concepts. By allowing them to talk through their understanding of these key concepts with teammates, students can better access the rigorous learning targets. The small group format promotes collaboration through shared expertise and opinions. The collaborative environment established in Math classes fosters participation in the learning process to achieve success on rigorous learning targets.

Instruction is often focused on problem solving. Students are presented with problems or challenges, often from the textbook. Working collaboratively, students gain ownership over their learning as they discuss the problem with their peers, ask appropriate questions about math concepts and their application, and discover solutions.

Science

The Science department continues to focus instruction on achieving rigorous academic standards through meaningful inquiry, discovery, and critical analysis. From the outset in Integrated Science 1 and continuing through their entire science experience at Northwood, students are presented with lessons and units that are designed to be phenomenon-based and culturally relevant to their lives. Students are positioned to ask questions and address science problems which can be observed in the natural world. These problems are addressed from a global to community scale.

Science instruction at Northwood is framed in a similar fashion to that of Math, to leverage a collaborative environment designed to foster inquiry and discovery. Students frequently work in small group settings, pairs, and as a whole class to solve complex science problems using the concepts that they have learned previously. Students in Integrated Science 1, 2, and 3 courses at Northwood utilize hands-on, inquiry-based activities and laboratories to enhance their

understanding of standards-aligned learning targets. Additionally, students in Integrated Science 3 are taught strategies that give them greater ownership over the learning process and teach them to identify areas where they might need greater support. One such example is the use of a reflection template to monitor progress toward learning targets throughout a given unit. This universal tool helps students to identify their current proficiency level against clearly articulated performance expectations and gives students a clearer understanding of where they need to concentrate their efforts to achieve success on unit learning targets.

World Languages

The World Languages department continues to model the development of language skills through instruction focusing on critical thinking and analysis. Instruction in world languages at Northwood High School is aligned with relatively new California State Standards for World Languages. Students learn to communicate in the target language through interpretative, interpersonal, and presentational modes of communication.

Students taking courses in the World Languages department learn and gradually master the language over time, as instruction at each level reinforces existing knowledge while introducing new grammar and vocabulary. The collaborative nature of linguistics is continually reinforced as students work in pairs and small groups for interpersonal communication, engaging in spontaneous conversations about topics and questions introduced by teachers and relating to the learning targets of the specific unit. Students develop presentational speaking skills through the regular completion of class presentations. Students are required to create digital visual aids to support their presentations.

The Arts/Career Tech Education

Arts instruction at Northwood continues to be models of diversity. Student access and inclusion are combined with rigorous and meaningful artistic experiences. The Arts programs available to Northwood students offer opportunities to be creative in learning and expressing artistic knowledge and applying these experiences to other classes, interests, and lives outside of school. The Arts department engages students using an academically rigorous approach, involving reflection, artistic perception, creative expression, understanding of the historical and cultural context, as well as the connections of the discipline to other aspects of academic lives and careers.

The Career Tech Education (CTE) department continues to offer students a variety of opportunities to be involved in challenging learning experiences in a wide variety of career-oriented subjects. The CTE department offers students opportunities to develop skills in potential careers in Culinary Arts and Foods, Computer Graphics and Animation, Engineering, Video Production, and Broadcast News. All CTE courses are framed using the CTE Model Curriculum Standards articulated by the California Department of Education.

In the 2016 WASC self study NHS noted that the Culinary Arts and Foods classes were making excellent use of the new state-of-the-art industrial kitchen classroom. Students with an interest in the restaurant and hospitality industries can develop foundational skills related to industrial kitchens, including safety and sanitation, knife skills, food preparation, and measurements and conversions. Additionally, students receive instruction in basic nutrition and wellness. Advanced

classes are available to students who have completed introductory classes. These advanced classes introduce students to advanced cooking techniques that can be translated to career skills upon graduation. In all, the Culinary Arts courses offer students hands-on experience using professional-grade equipment to work collaboratively completing real world job-related activities. Some classes bring in real-world professional “coaches” to highlight career readiness and to connect classroom learning with skills used in the real world industry.

In addition to the advances made in Culinary Arts, Northwood’s CTE department has developed courses that emphasize real world skills that are immediately transferable to careers and higher education. Computer Graphics courses present students with challenging and relevant learning experiences through instruction on the elements of art and the principles of compositional design. Students operationalize their learning by completing projects with real world applications such as magazine covers, movie posters, travel guides, business publications, and logo creation and design. Similarly, the Engineering course at NHS engages students in critical thinking through inquiry based instruction focusing on problem solving, research, and design using real world engineering problems. Video Production courses teach career-ready skills through the lens of video production projects. Students engage in digital camera operation, video editing, and script writing, in addition to developing media awareness through the analysis, critique, and construction of meaning from film, television, and electronic media.

Special Education

The Special Education department at Northwood provides a number of supports and learning experiences designed to meet the needs of students with Individualized Education Plans (IEPs). These programs and supports help students achieve academic, social, and independent living goals and to transition to life after high school. Additionally, a number of sections of each core course are designated as “collab” classes. These collab classes are identical to the non-collab classes in terms of the standards-aligned lessons, but with a Special Education Instructional Assistant or Education Specialist. Typically, these collaborative classes have no more than 5 students with IEPs who are clustered to give them better access to support resources. The Instructional Assistant works in conjunction with the general education teacher to better support students with IEPs in the curriculum.

Students in moderate Special Education classes are exposed to everyday, practical reading and math, as well as transitional and daily living skills. Curriculum is differentiated for each student based on the student’s ability level and taking into account the goals identified on their IEP. Some students receive scaled versions of lessons based on their learning level, ensuring that achievement occurs at every level. Math and reading lessons include an online curriculum where students can access the lessons through modules that are designed for their learning level.

Physical Education

The Physical Education department continues to provide a comprehensive program where all students are engaged in learning the principles of health and fitness. The goal of the Physical Education department is to create life-long health and fitness learners who continue to apply these principles to their everyday lives.

Students in physical education classes experience standards-aligned units of study and fitness

activities. Instructors base their lessons on the California State Standards for Physical Education. 9th grade Co-Ed PE classes utilize common assessments, standards-based class activities, and normed grading scales across all classes. Students are engaged with rigorous standards that emphasize collaboration and teamwork to accomplish learning targets. The learning setting emphasizes both the individual and team setting and students are taught the rules and skills progression of a number of team sports. All students are able to participate and develop fitness while learning about these team sports.

Physical Education classes for 10th through 12th grade represent a diversity of options. Students have a choice of Physical Education electives including yoga, basketball, weight training, racquet sports, and dance. Students are encouraged to take the PE class that fits their interests. Instructors in Physical Education classes model performance skills and form on a weekly basis.

All Physical Education courses emphasize learning through inquiry and analysis. Students track their own fitness levels and keep track of milestone activities such as the mile run, weightlifting, as well as other muscular fitness and endurance achievements. Physical Education instructors at Northwood utilize technology and materials to provide a wide-range of real world applicable learning experiences for students that extend their understanding of fitness and health concepts beyond the classroom setting.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Northwood teachers continue to be successful in developing and implementing teaching strategies that actively engage students, emphasizing inquiry and analysis, and encouraging students to connect their learning to the world beyond high school. Students at Northwood are challenged to meet rigorous standards, guided by teachers using innovative instructional strategies that leverage student access to technology. In developing instructional strategies, teachers at Northwood High School utilize a broad array of technology and materials to provide a meaningful learning experience for students that extends their learning beyond the classroom and into the real world.

Humanities

The Humanities departments continue to develop innovative instructional strategies that engage students in lessons that foster the development of critical analysis and the application of those skills to the real world. Students link their understanding of literature and major historical events with the outside world by presenting projects reflecting the era, culture, and geographic location of literary works and analyzing the significance of historical events.

Humanities instructional strategies are centered on critical thinking skills and applying knowledge to the real world. In an effort to ensure that all students have access to the rigorous curriculum, Humanities teachers use common formative and summative assessments in most PLC groups. All PLC teams in the Humanities departments utilize multiple modes of assessment

(ie. projects, essays, speeches, exams), allowing students to multiple avenues for demonstrating proficiency. Most teachers use Canvas to post resources for students relating to the units of study as well as remediation resources such as Paper. Most Humanities teachers at Northwood make use of a variety of student collaboration structures to foster student learning. Teachers emphasize universal participation in class activities by using strategies such as Think/Talk, Open-Exchange, Think/Pair/Share, Talking Chips, and Equity Cards. Many teachers in the English department have participated in the UC Irvine Writing Project to expand their professional development and learn about new strategies from college instructors. Similarly, Northwood History teachers continue to participate in conferences and in informal collaboration efforts with the UCI History Project.

Northwood Humanities teachers implement a variety of strategies to enhance student learning, create an equity-centered learning environment, and foster higher-order critical thinking skills when analyzing historical events, social science phenomena, and literature. In addition to small group collaboration, Humanities classrooms use gallery walks to share student ideas, once again fostering in each student a degree of ownership in the learning process. Many teachers also utilize strategies such as the creation of concept maps by individual students as well as small groups. Each student has been allocated a Chromebook, and as such can easily access social science and history-related content both in the classroom and outside. Humanities teachers at Northwood have recognized this as both an opportunity and a risk. Because students might come across bad information that might taint their understanding of academic concepts, teachers have developed lesson plans teaching students about source analysis and how to become effective consumers of legitimate information.

Finally, Northwood Humanities students develop public speaking skills through a number of avenues. Almost all courses in the English and History departments engage in individual and small group presentations, as well as Socratic seminars and graded discussions. In addition to that, the Humanities 10 courses assign a speech project where students learn about rhetorical devices through the study of famous speeches in English class and then apply their source analysis skills to research a topic of their choosing. The project culminates with students constructing and delivering a persuasive speech in support of their view of the topic.

Mathematics

Math instruction at Northwood continues to focus on authentically understanding mathematical relationships and on how these relationships apply to the real world. Examples of students connect their learning to the real world through collecting and analyzing data, simulations, designing and outlining the logic to program a game or application, using trigonometric concepts to measure the heights of large objects such as buildings and statues.

Northwood Math teachers facilitate learning in an equity-centered environment by developing a common pacing and testing schedule. This ensures that all students receive the same, rigorous math experience. The Math department uses a common curriculum, as well as formative and summative assessments to determine student proficiency and the need for remediation.

Northwood math students are supported in their learning process through access to a number of technology resources designed to provide enhanced learning opportunities whenever students

and teachers determine that such support is necessary. Students have access to resources developed by College Preparatory Mathematics (CPM) that provide assistance on homework in instances where a teacher would not be available. Students are also encouraged to make use of video presentations via Khan Academy's online platform. These videos give students an alternative presentation of the core math concepts. So students who might not fully understand the classroom presentation can easily access complementary resources at their convenience. Additionally, Northwood students have access to other online resources such as Paper and Delta Math to provide support for students who might need extra assistance outside of the normal school day.

Science

Northwood Science teachers ensure that all students learn science concepts by analyzing data, using evidence to support their conclusions, and synthesizing written or oral reports of their findings. The Science department PLCs emphasize collaborative learning to make meaningful connections between curriculum and the real world. Science teachers use a variety of teaching strategies including whole and small group discussions, collaborative group activities, hands-on simulations and labs, projects, and activities created using Progress Oriented Guided Inquiry Learning (POGIL) protocols.

Science teachers at Northwood build curriculum collaboratively to ensure that all students receive the same standards-aligned instruction. Integrated Science teachers use a common pacing guide and assessment schedules, as well as common formative and summative assessments. They also use modeling as a method for students to represent ideas and explanations. Students in these classes regularly engage in inquiry-based lab activities that require them to learn as a team. In IS 1 and 2, teachers assign roles to ensure that all students are engaged in the learning process.

Technology plays a significant role in science instruction and learning at Northwood. Students engage the curriculum through a number of online review activities, including Kahoot!, Peardeck, videos and animations from STEMscopes, PhET, and Gizmos simulations. Lastly, all science teachers at Northwood post extensive resources to their Canvas page, giving students access outside of the normal school day.

When students require remediation of rigorous science concepts, Northwood Science teachers rely on a number of strategies. In addition to the reteaching that occurs in the classroom and during tutorial periods, science teachers in the IS 1 PLC have students work through a "retake reflection," analyzing missed learning targets prior to scheduling a reassessment. IS 2 teachers use common slide decks for daily lessons and reviews, giving students a resource to re-engage with the concepts and learning targets prior to assessments. IS 3 students are encouraged to revise submitted work after they receive feedback, demonstrating new learning.

World Languages

The World Languages department blends cultural with linguistic instruction in order to provide a better context through which students can understand foreign cultures. This focus ensures that all Northwood students in World Languages are exposed to real world applications of their acquired knowledge.

Teachers in the World Languages department ensure that all students receive rigorous instruction and work as facilitators of learning by using common pacing guides and testing schedules and grading criteria. Further, Spanish teachers use common formative and summative assessments, allowing them to analyze how students are progressing according to state standards.

Teachers in World Languages call on students daily to answer spontaneous questions, which enhances interpersonal communication skills and places students into situations in the classroom that resemble conversation in the real world. Instruction in World Languages fosters critical thinking by focusing on three modes of communication: interpretative, interpersonal, and presentational. Students participating in these lessons are required to engage with the foreign language in different manners according to the mode. Students gain knowledge of rhetorical flexibility, or the ability to know when to apply their linguistic skills in different circumstances. Teachers evaluate students with grading scales that emphasize the three modes of communication so that students can see where they need to improve.

Additionally, American Sign Language (ASL) and Korean classes piloted standards based grading paradigms similarly to the other departments in Spring 2022 and are currently evaluating whether to expand this pilot in order to maximize student learning in World Languages.

The Arts/Career Tech Education

The Arts department remains a model of diversity. Each of the Arts disciplines makes use of a broad array of instructional strategies to ensure students are engaged in meaningful and transferable experiences leading to meaningful artistic expression and personal growth.

The Arts students engage in the learning process in some unique ways, when compared to other departments. Because the focus of the art is often on presentation to the broader public, students participate in activities tailored to performance, contests, art shows, and community outreach events. In preparation for these activities, students often access technology such as common Google slides to reinforce key concepts. Visual arts classes also use Adobe programs, Canvas, document cameras, and Wacom tablets to enhance the learning experience.

In the Arts department, student output is exhibited to the broader community in a manner not often replicated in other academic disciplines. In addition to the aforementioned performances, contests, art shows, and outreach programs, Arts students share their work through gallery walks, self reflections, and peer critiques. This gives them valuable, lower stakes, opportunities to present their work and receive valuable feedback before more public exhibitions.

The Career Tech Education department emphasizes practical knowledge that students can take with them when they graduate from Northwood. As such, teachers in the department blend their instruction with real world applicable skills and applications. In CTE courses, students learn to use technology that can be applied across many aspects of their lives. For example, the students in Culinary Arts classes learn how to use HyperDocs to organize class materials, including agendas, slides, handouts, reminders, and recipes. Further, teachers use strategies such as table talk and think-pair-share to encourage students to discuss their ideas with peers.

Student engagement in the learning process is paramount in classes taught in the CTE

department. Teachers utilize strategies such as name cards to ensure student accountability and participation in class discussions. In the Culinary Arts classes, instruction is often enhanced with the use of demo cameras and microphones so that all students can hear and see what the instructor is saying and doing at the front of the classroom. Students also have access to slide decks detailing all of the concepts taught during class. Teachers in the CTE department make use of gallery walks, self-reflections, and peer critiques to engage students directly in the evaluation process, giving them a direct stake in the learning process.

Special Education

Instruction in the Special Education department is geared toward meeting objectives in Individual Education Plans (IEPs) with the end goal being integration into as many general education settings as is possible. The Special Education department makes use of a variety of media for instruction purposes to ensure that students with varying learning styles are accommodated. Teachers utilize computers, video clips, music, and maps to facilitate students in accessing meaning in the curriculum. Students often work in pairs or small groups to complete journals, notebooks, communication logs, portfolios, as well as daily quizzes and reviews.

Growing use of technology to encourage critical thinking and application of learning has been a hallmark of the Special Education department in recent years. English and Math special education curriculum are enhanced with online curriculum, giving students access to instructional materials at all times.

The Special Education department teaches generalization of skills of English, Math, and transition/vocational skills. This process is encouraged through community-based learning where students enter the outside community to operationalize the practical skills that they learn in the classroom. Additionally, many students with special needs enhance their knowledge of the world by engaging in on-campus jobs such as working with the school recycling program and working in the cafeteria.

Physical Education

Learning in the Physical Education department relies heavily on critical thinking skills, which teachers often model as they facilitate lessons. Students are encouraged to use multimedia to enhance their understanding of athletic skills and sports. Teachers facilitate this learning by creating multimedia demonstrations on 3 out of the 4 components of fitness: muscular strength, muscular endurance, and flexibility. This gives the students the ability to access these resources whenever they need to revisit the concepts.

In Physical Education courses, students are taught to think critically and work in collaboration with a team to complete most units of study. In some of the courses, students are taught self-pacing and modification of the skills. For example, in Yoga classes, students are taught to recognize their own skill level and make adjustments to class activities accordingly. Teachers in PE act as facilitators by moving through the classroom, monitoring student progress and mastery of form.

Areas of Strength

- Northwood teachers collaborate within and across departments on instructional techniques as well as curriculum.
- Northwood teachers are skilled at and make extensive use of appropriate classroom technologies to aid in their instruction. Further, students have extensive access to technology to extend their learning experiences beyond the classroom and textbooks.
- Instruction at Northwood is firmly rooted in standards-based approaches. Teachers design and implement lessons using state standards (where appropriate).
- Northwood teachers are aware of and make use of a wide variety of instructional techniques that address the variety of learning styles of students.
- Humanities, Math, and Integrated Science teams are beginning to implement standards based grading and other equitable grading practices.

Areas of Growth

- Professional Learning Communities (PLCs) need to refine processes for collection and analysis of student data to address the needs of all students, especially those of historically underrepresented populations.
- Teaching practices should continue to be refined as departments continue to implement equitable grading practices and look to implement strategies that better reflect a student-centered, inquiry-based learning environment.
- Course teams need to continue to work on differentiating instruction to ensure the academic success of all students, especially those in historically underrepresented populations.
- Departments should continue to refine re-teaching practices and develop clear systems to support remediation at all levels.
- All course teams should implement standards based grading practices.

D. Assessment and Accountability

D1. Reporting and Accountability Process Criterion: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Professionally Acceptable Assessment Process

In order to support high achievement for all students, the Northwood teaching staff uses a variety of assessment strategies to develop higher-level thinking skills in multiple modalities. This diversity of assessments acknowledges that students learn and process information differently, especially across different disciplines. Through assessments, teachers can collect, break down, and analyze data on student performance and address the needs of students who are struggling, and work toward a more authentic process of modifying instruction, curriculum, and courses offered. In the *2021 School Climate Survey*, 89% of student respondents agreed teachers provide opportunities to show what they have learned through a variety of activities, which is a 4% increase since 2015. 100% of the staff feel that NHS teachers provide students with a variety of assessments.

NHS staff follow the Professional Learning Community (PLC) model to provide grade level teams opportunities to build curriculum and assessments, and review assessment data periodically throughout the year. Teachers in the same PLC team consistently collaborate on building and administering common formative and summative assessments. Data is collected by paper-based and online platforms, depending on the course and nature of the assessment. Teachers use formative assessment data to drive instant adjustments in the classroom. Ways to formatively assess students have expanded greatly with technological advances and the sharing of resources on the internet. Paper exit tickets are still used, but more teachers are creating Google Form surveys to gather information quickly, now that each student has their own personal or school-issued device. Other online tools include Nearpod, Pear Deck, and Quizizz. Most notably is Canvas, the Learning Management System (LMS) at NHS, which has been an important means of communication between teachers, students, and parents, especially with the increased use of technology during the pandemic. Many teachers use Canvas to post formative assessments and leave feedback for students to review, and it is also viewable by parent observers. The advantage to using online platforms is being able to efficiently organize data, which enhances and saves teachers time in their comparative analysis.

Summative assessments are also administered in different ways across departments. Examples of types of summative assessments include team tests in Math, writing assessments in Humanities (e.g. the Anchor), lab analysis in Science, and oral presentations in World Languages. These are given at the end of units or the end of each semester. These larger assessments and capstone-like projects reflect the value teachers put toward teamwork, applying critical thinking skills, and being creative.

For more traditional end of course exams, multiple choice questions, or short answer responses, there has been a push from the district to use SchoolCity as a platform for administering assessments. SchoolCity is a platform that provides in-depth item analysis and student learning insights. It allows for quick aggregation of data and can unveil insight on the student progress of historically underrepresented populations, including multilingual learners and socioeconomically disadvantaged students. Some departments, such as English and Math, are at the forefront of this shift and are already using SchoolCity for common assessments. More departments are looking to implement SchoolCity, but teachers are hesitant to use it without proper training.

All departments take the time to share data on student performance. The disaggregation process is dependent on the course-specific PLC team. For example, smaller teams such as World Languages where there are only one or two teachers of a subject will meet about twice a month to share assessment data. Larger teams like Science or Math will share data in-person during the morning collaboration time. Many PLC teams use Microsoft Teams as a quick platform to compare assessment data.

Grades are regularly posted on Aeries.net where students and parents can stay updated on progress reports and final grades. Grading practices are communicated by the teacher to parents and students through their course syllabus. While many classes still grade with a traditional 100 point scale, other classes have shifted to Standards Based Grading, and one class (Integrated Science 3) has piloted their practice of “Ungrading” after careful consideration of research-based curriculum and pedagogy. For Integrated Science 3, there are no grades on Aeries for progress reports. Students participate in a cyclical revision-based process where they are provided with feedback from both their teacher and peers, which lead to revisions in their work, and ultimately further feedback on how to improve. Piloting this strategy was an opportunity to build equity and trust in the classroom. Students reported feeling less focused on error, more willing to reflect on their learning, and highly engaged with the iterative feedback loop. Each quarter, department and course teams review grade distributions by course to ensure continuity between teachers as well as compare like courses. Over the years, these have served as a way to ensure grades have similarly weighted categories and to ensure similar courses are similar in expectation.

National and state standardized tests continue to offer another means of collecting student performance data. The Spring 2021 CAASPP results show that NHS students continue to perform above state and district averages. A summary of these tests can be found on the NHS School Profile, which is posted on the school website. Teachers report although the data for standardized testing for Math, ELA, and science are readily available, it may not be the best indicator of student achievement. Furthermore, since there is no state testing currently for the History-Social Science (HSS) standards, the assessments for the History 9 and History 10 teams are directly based upon the CA HSS (standards) so they directly reflect the students' acquisition and mastery of those said standards. For Physical Education, the California Physical Fitness Test is used as a baseline to see where students are at, but we use additional strategies to assess student fitness levels throughout the year.

Northwood informs the school community about standardized assessment results through a

variety of means. CAASPP scores are reviewed annually with both Parent Teacher Student Association (PTSA) as well as the School Site Council (SSC). The Northwood community is welcome to attend monthly school board meetings and/or obtain board meeting minutes online. At English Language Advisory Committee (ELAC) meetings, re-designation processes, including CELDT scores, are shared. As a more sustainable committee is developed, the processes will continue to emerge as a more defined system of communication is developed. In addition, each Northwood parent receives individual test scores from the state with an explanation of the results. The IUSD school board and district office staff review data each year, especially in regards to the metrics of the LCAP.

Basis for Determination of Performance Level

At the start of every school year, IUSD hosts a day of professional development for teachers to meet with other teachers that teach the same course, both from their school site PLC team and throughout the district. On this day, teachers reflect on the past year and plan for the upcoming school year and agree upon the basis for determining students' grades, growth, and performance levels. Multiple PLC teams meet in the summer before this collaboration day, to address any changes in state standards or curriculum design.

Teachers have worked together to identify essential standards and write learning targets in student-friendly language so it is clear how students can reach mastery in the standards. Furthermore, PLC teams determine the success criteria for the learning targets, which has multiple purposes. For one, success criteria can serve as a rubric, so teachers can grade work consistently within content areas. Another purpose is to clearly articulate to students what they can improve in terms of their skills and knowledge.

In the summer of 2018, IUSD offered a 5-day Curriculum Design Institute. PLC teams had an opportunity to redesign a course and explore learner-centered design principles. It was cross curricular and there was teacher representation from almost all departments. One of the first activities was to reimagine the course syllabus, a document that was often too long, and had too much or too little information. Courses amongst Humanities, Math, and Science revamped their syllabi to clearly communicate class policies, grading policies and philosophies, and explicit ways a student can succeed in the course.

Many PLC teams have created common rubrics with defined criteria at each level of the rubric. Teachers developed these rubrics to promote students' ability to self-regulate and monitor their own progress. Rubrics are also used as a common grading method for student work and assessments. All departments practice a system called "norming" to some capacity, where teachers construct a set of agreed upon norms on the expectations of how to grade student work and the appropriate boundaries within what constitutes the student's performance level (e.g. mastery of content or not). This norming process allows for a level of consistency and equitability, since there are subjects where multiple teachers teach the same subject. The English and History department are well versed in the norming process as the 9th and 10th graders complete an anchor assignment, involving the application of knowledge from both Humanities classes.

Other departments practice norming, but the teacher follow up and analysis of data are less

formal. The Science department collaborates and has rubrics for major assignments and assessments. Math uses common grading keys as well. The World Languages department has a few courses which are only taught by one teacher each (Korean, French and American Sign Language). They try to collaborate with other teachers within the district when possible. In Spanish, however, teachers are consistent with the norming process across all levels. These differences in the capacity in which PLC teams use the norming system is evidence that there is room for improvement.

There are some courses that are working to redefine their norming process and approach to evaluating common assessments. The PLC team for Contemporary Literature, an English class offered to 12th graders, is in the process of redesigning the course to allow different approaches to teaching the subject, while maintaining commonly aligned assessments. For Physical Education, assessments are mostly given on skill level progression and are mostly demonstrative. Proficiency is discussed on the component of fitness (e.g. muscular strength, endurance, cardio, and flexibility) but it is not discussed in sports or team units. As we work toward unit alignment, proficiency will be added in sports and teams units.

The Arts and CTE programs provide a wide array of different opportunities for students of varying experiences levels. Ability levels are discussed and agreed upon in site-based and district-wide PLCs. The different levels within each discipline are grouped by ability and previous experience as opposed to grade level. Furthermore, conversations surrounding essential standards and skills have taken place in these settings to help define student success criteria, areas for student growth, as well as strategies to address learning loss as a result of the pandemic.

Overall, Northwood teachers are constantly experimenting with and implementing best practices on how to accurately assess students' performance levels, as well as the approach in ensuring consistency across and within grade levels and content areas. There has been movement toward Standards Based Grading in Humanities and Science, as well as Integrated Science 3 piloting Ungrading. These changes in grading practices all require collaboration among teachers and the development of common rubrics. It requires teachers to make a pedagogical shift in how they view student progress and for students to focus more on the learning experience rather than points in the gradebook. The results lead to a more equitable classroom, where students are involved in their learning, and there is opportunity for reflection and revision on assessments to exhibit the most accurate representation of what they have learned and are able to do.

Although not all content areas have adopted Standards Based Grading or Ungrading, most departments have agreed to have some sort of reassessment opportunity for the students. Since 2016, the Equity Team has created an internal document called NHS Policies, Academic Resources, and Interventions. This document has details on assignment and assessment policies (e.g. specifics on remediation opportunities), academic resources, and methods for intervention for students who are struggling with the course content. Each PLC team has discussed and updated their own document, and it can be found on a Shared Google Drive for school leadership and staff to view. These documents keep administration and counselors updated on the instructional practices teachers have placed in different course levels. This new streamlined

documentation helps staff remain consistent in supporting students throughout different classes. Furthermore, it emphasizes the opportunity for students to revise work and adjust their grade so it is representative of their performance levels.

Monitoring of Student Growth

Northwood has multiple systems in place to determine and monitor students' growth, involving all of the school's stakeholders and accounting for various indicators or standards. In 20-21, NHS had a graduation rate of 99.2%. This rate does not include students who earn a certificate of completion.

For academic standards throughout the school year, Northwood's unique Teacher Advisement (TA) program has helped facilitate better communication between parents and the school staff. Teacher advisors consistently check-in with their students and conduct activities to build stronger connections and tend to the social-emotional learning aspect in school. Parents are actively encouraged to establish and maintain contact with their student's advisor, who can serve as an important liaison between the school and home. Students have two annual conferences with their TA. Parents are encouraged to attend a conference in the fall with the teacher advisor and student to discuss academic and social progress. In the spring, a similar conference is held to schedule classes for the upcoming academic school year based on teacher recommendations and course prerequisites. The counselor shares a Google Drive folder with the student's transcript and graduation checklist for credits, including a-g requirements for UC and CSUs.

Additionally, each sophomore also meets with their assigned counselor for a high school planning meeting to discuss post-secondary options. During the conference, individual progress, test scores, graduation status checks, and student records are discussed and used to assist with course suggestions. Opportunities for remediation and academic growth as well as possibilities for students to challenge themselves beyond Northwood are also discussed. At every grading period, each counselor receives a list of students earning Ds or Fs so they can follow up with those students who may require additional intervention. In addition, each week the At-Promise List is updated by grade level and distributed to administrators, counselors, and Education Specialists.

When reporting grades, teachers are required to note why a student is struggling in the class and receiving the low mark in an effort to help the students and parents work toward improving the grade. Appropriate interventions are assigned to students who earn low grades including Mandatorial, SIT referral, intervention classes, or summer school classes.

Tutorial time is invaluable for students who need to make up missing assignments and provides time for students in challenging classes to access the teacher for additional help and feedback, but not all students make use of this time effectively. The school would benefit from teachers sharing best practices and strategies to engage students during Tutorial, for example by organizing reteaches for skills or holding targeted review sessions for students who are underperforming.

Students enrolled in the Special Education program are also monitored through regular

check-ins regarding their IEP. Case carriers will contact teachers regarding students' goals and collect feedback before their annual IEP meeting. All teachers are expected to provide feedback and attend the meeting, and provide any extra information that could give insight on how the student is doing in class and whether they are achieving their annual goals. Along with the teachers, an administrator and counselor are always present, in addition to the student and their families.

Assessment of Program Areas

NHS and IUSD have several district wide initiatives that ensure student needs are met through the curriculum, namely PLC Facilitator Coaches (PLC-FC), Ed Tech Mentors (ETM), and district wide moves to create essential standards for all courses, success criteria for meeting those standards, and a grading handbook that clarifies IUSD grading beliefs and policies.

PLC Facilitator Coaches work to move PLC groups through the PLC cycle by providing groups with strategies to assess PLC productivity and health. Many PLC groups are struggling to move past eliciting data and acting upon that data, but progress is being made toward the IUSD 7 year PLC Plan. The pandemic disruption required PLC teams to refocus on essential learning targets, but teams have since moved back to their original goal. We have 8 PLC FCs on campus who meet monthly for training and debrief conversations.

Ed Tech Mentors similarly support teams who are engaging in data collection through the creation of assessments on SchoolCity and support in using other educational technology to collect and analyze data via summative and formative assessments. NHS has 4 Ed Tech Mentors on campus supporting all departments.

Across the district, most in-house special education classes for core subjects have been discontinued, trying to provide least restrictive environments for students with IEPs. Courses like Directed Studies have been cohorted by grade level in 2021, so all 9th grade students are together in one directed course, which has allowed for better collaboration between Directed Studies teachers and content teachers. This has been a success as Directed Studies teachers are able to reteach concepts to their students more easily.

Curriculum changes at the site level have occurred since 2016 as well. With the release of the new History standards, the two year Humanities Core has undergone a significant redesign with the aim of connecting the two disciplines, English and history, more frequently and meaningfully throughout the school year. This entailed a two year discussion about curricular shifts and the creation of text sets in English, as no textbook currently manufactured meets the needs of the Humanities core. College prep European Literature adopted a textbook to better implement the common core state standards. As California has implemented an Ethnic studies requirement for graduation beginning in 2025, discussions are underway in the History department about how students can meet that requirement.

The Science department has implemented the final leg of their three year integrated science curriculum with Integrated Science 3, strongly recommended for all juniors to take. This course is NGSS aligned and content and skills are scaffolded across the three year curriculum so students are exposed to biology, chemistry and physics in scenarios that require students to

problem solve using all three content areas. Since NHS has the only Integrated Science program in the district, and although the move to integrate all science classes is aligned with research about efficacy in teaching science, there was some backlash from a small number of parents in 2019, fearing that this would limit student access to Advanced Placement science classes. This highlights a need to better inform and educate parents about the reasoning behind curriculum changes, which resulted in the Science Symposium, designed to do just that.

In the 18-19 school year, many NHS teachers engaged in training regarding Standards Based Grading (SBG) which resulted in several individuals beginning to plan for pilots in SBG. Several electives and some members of the Humanities 9 and 10 core teams elected to pilot SBG pedagogy in 20-21 and 21-22. Similarly, the IS3 team moved to a practice called Ungrading, which removes points from the gradebook. This pedagogy aims to remove the focus of assessments from accumulating points to improvement in skills. Ungrading brings student voice into the grade designation by allowing them to present evidence of their understanding and grade themselves. The Humanities SBG pilot will be expanding in the 22-23 school year to include most teachers in the core. A school-wide change resulting from this training was team level discussion about the amount to which homework, or points that are graded for completion, calculates into a student's final grade. Schoolwide, homework can only account for 25% of the final grade, but many teams are reducing lower than this. Similarly, late work is also starting to be collected for full credit until the end of each unit, and students are more and more being encouraged to reassess their work to improve their understanding.

Another result of school-wide conversations about curriculum has resulted in moves to embedded honors classes in the Humanities Core and Integrated Science classes. This is a positive move intended to break structures that bar underserved demographics from accessing higher level education and will integrate them with peers. Discussions about criteria for recommending students to the next level of Honors will follow, as most advanced and honors courses require a teacher recommendation signature.

While the freedom to experiment with different policies, platforms and procedures is positive for teachers, there is a lot of code-switching for students from teacher to teacher and class to class. This can be confusing for students and parents who have to navigate up to 8 different courses across their school day, and contend with varying language and understandings regarding their grades and how to access support and help. The school community would benefit from more site-wide common language and policies.

Schoolwide Modifications Based on Assessment Results

As a result of the School Climate Survey, data collected during the pandemic regarding demographic data on credit/ no credit, and the pass/ fail list, staff have taken action to address problems of inequity and mental health on campus.

Since the 2016 visit, several teachers participated in a differentiated instruction course offered through Harvard University. This results in schoolwide strategies, such as the Success Criteria Checklist, to increase student understanding of what successfully completing an assessment looks like. We continue to share these strategies across departments. Each year, school leaders review data regarding programs and interventions to ensure that programs are supporting

students at an appropriate level. Various adjustments have been made as a result including changing entrance or exit criteria, adding additional supports, or developing new programs.

District wide, IUSD has partnered as a district with Equal Opportunity Schools, which is a program designed to help underserved students access Advanced Placement classes by prompting school leaders to examine areas of unconscious bias in its program. The EOS partnership has allowed district and site leaders to examine equity and access barriers for students of color in their program through analysis of data, feedback from surveys, and examination of enrollment data in Advanced Placement (AP) courses. At NHS, the team, called the Equity Team, meets periodically in conjunction with other groups such as MTSS and PBIS to identify students to encourage them to take more rigorous courses. Members of the Equity Team use several surveys throughout the year to assess barriers to access, including a welcome barrier and fear of failure, which resulted in implementing an AP boot camp in summer of 2021 and 2022 to frontload students with skills required to feel comfortable in their AP classes. There are 8 or so people on this team representing all departments who meet every 5-6 weeks.

The Equity Team also addresses discipline through restorative practices for students who are absent or engage in undesired behavior. Since 2016, staff has implemented attendance workshops for students and discontinued Saturday School. Part of the move toward restorative justice includes re-examining procedures to follow for when a student plagiarizes to include a reflection letter about the experience. IUSD stakeholders created a policy that students can have an opportunity to remediate the points after they have repaired the community through their reflection. Similarly, Northwood provided teachers with social-emotional learning strategies through Tilly's Life Center to put out through TA. These are provided through TA training run by the counseling department and are available in the TA handbook, curated by the counseling department.

During the last visit, NHS had an ELD support class and two Read/Write classes for roughly 75 students. This has since been reduced to 25 ELD and 25 traditional Read/Write spots, but in 2022, more than double the number of traditional students were referred. The referral system originates with English or history teachers and involves looking at student performance data on writing assessments and semester grades. Counselors then concur with the recommendation and students are placed. NHS staff will monitor data to determine if there is need for better scaffolds within the regular Humanities 9 curriculum to support struggling students.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Demonstration of Student Achievement

Teachers use PLC time to review assessment data periodically throughout the year. Grade distributions are provided after each quarter in order to ensure a common experience for students enrolled in a particular course. Teachers report semester grade distributions to be typically within

a reasonable range of one another. While this practice does not necessarily prompt modifications to teaching, it helps establish expectations across a grade level and reinforces a priority of common experiences for students.

Additionally, teachers meet with their PLC teams to reflect on data from common assessments during late start morning meetings, and occasionally during lunch meetings. Some teams use asynchronous platforms, such as Teams, to discuss assessment data. These discussions help teachers identify trends, best practices, and problematic questions on tests as well as areas to reteach or clarify. An area of growth is ensuring these conversations across teams are happening more immediately to the assessment, as sometimes the data conversations happen too long after initial instruction.

Most commonly, team conversations involve summative assessments, but teachers also use their own formative data to modify and review instruction. These strategies range from exit tickets, entrance tickets, Pear Decks, Nearpods, equity strategies, and other checks for understanding at the moment of instruction. Teachers use formative data to take baseline readings of student skills and adjust instructional strategies and scaffolds appropriately. Some teams have made progress on developing common formative assessments, but this remains an area of growth as we continue to course correct from the pandemic disruption.

Since NHS assessments are closely tied to California Common Core State Standards, we are able to clearly identify individuals who have not yet mastered a skill. Teams are in progress of identifying success criteria for individual standards and learning targets that help articulate to both teachers and students what mastery of a skill or content looks like. There are also moves within several departments on campus to eliminate distracting data, such as homework completion or timeliness of completing work, from final grades. Several teams have piloted Standards Based Grading (SBG) or other grading practices designed to give students credit for what they can complete and not for behavioral compliance, like turning work in on time. The shift of emphasis to the skill and not behavior has helped clarify student learning. Eventually the hope is to eliminate completion points entirely from the gradebook, and we are progressing toward this goal.

Students who frequently score below expectations are referred to support classes such as Read/Write, ELA Skills or Study Skills or are assigned to Mandatorial. Occasionally these referrals also result in identifying students in need of an IEP or 504 plan. The process follows the MTSS three-tiered system of support, which usually begins with a SIT meeting where counselors and administrators review teacher feedback about an individual student. From there, an SST meeting is held to elicit feedback from the student and parents and develop a plan to address the student's needs.

Overall, schoolwide we have begun to evaluate significant performance gaps for historically underserved populations, specifically Hispanic/Latino students, English Language Learners, Black/African American students, and Special Education students. This is being addressed in many areas across campus, such as via the Equity Team, but only starting to be discussed in grade level PLCs. On many teams, the assessment data being reflected on is perception data or overall performance percentages, sometimes broken down by question, but rarely is the data

broken down by student demographic. We have tools, such as SchoolCity, which will accomplish this, but use of this tool is not prevalent schoolwide. An area of growth would be for teams to analyze their data by demographic as a starting point for conversations about culturally responsive and effective teaching strategies that address the performance gap.

One of the areas NHS excelled at pre-pandemic was norming assessments, particularly the notorious Humanities anchor assessment, an essay that students write each semester in their 9th and 10th grade English and History classes. Since the redesign the Anchor assessment has remained at the heart of NHS best practices, particularly since the day-long norming process provides in-depth conversation about common writing expectations across both departments. Unfortunately, these release days for norming, as well as release days for PLCs to plan and reflect, have been discontinued for now due to the pandemic and the nationwide sub shortage. This has been a significant burden to teams who have struggled to find time to meet without designated days and there have been fewer opportunities to norm common assessments effectively. This will be corrected as more subs are hired and NHS will return to pre-pandemic levels of release opportunities to both plan and norm assessments, particularly as there are now more joint common assessments in the Humanities Core than just the anchor.

PLC groups commonly allow for remediation of poor summative assessment scores, with most teams offering remediation or reassessment opportunities. Typically this will look like breaking down large assignments into pieces with clear checkpoints for teacher feedback, retakes on tests, or revisions on essays. Students are encouraged to meet with teachers during tutorials for additional feedback on their assessments. In some courses, students can express skills through multiple avenues, such as by using technology to support students with anxiety presenting in front of a large class. Remediation and reassessment continues to be a challenge for some teams who are still building or refining common assessments, but has been identified as a clear next step in the PLC cycle.

Another area to celebrate is better collaboration between the Special Education Department and general education teachers as a result of the identification of essential learning targets. For example, the English department has identified two learning targets that every single student should have proficiency in by the end of 10th grade, thesis statements and theme statements. From there, teachers developed lessons to share with Directed Studies teachers so that these learning targets could be the focus of review in their support class. General education teachers were further enabled to provide extensive scaffolds (i.e. sentence frames, quote choices, etc) particularly to skills that were not deemed essential, and to modify the scope of an assignment (i.e. write one paragraph, not a full essay) so students with IEPs can demonstrate their skills without being overwhelmed. This has resulted in more students meeting essential learning targets. Remediation for these students was also geared toward the essential standards. The successes in collaboration as a result of narrowing skill focus should be built upon by other departments.

Teacher and Student Feedback

The technological resources at Northwood make it possible to provide timely (sometimes immediate) results to students. Tools, such as Chromebooks, increase the opportunities for formative assessment particularly through the use of Nearpods and Peardecks which can afford

teachers opportunities to assess all students simultaneously during the course of a lesson, not just those who raise their hand to volunteer or are called on by cold call. Teachers also began using Flipgrid during the pandemic to assist students in Emergency Distance Learning (EDL) and this resource has continued in some classes, particularly performing arts.

In the past, NHS designated Chromebook carts in several classrooms, but have since moved to a bring your own device model. Students check out a Chromebook from the Library at the beginning of the year and are expected to bring it to class. Most teachers have five back-up Chromebooks in their classrooms for students who do not bring theirs. Relying on students to provide their own devices, particularly in 9th or 10th grade classrooms, has had varying degrees of success and has hindered the ability of teachers to make use of online assessment platforms.

Some teachers use Canvas to deliver instruction and collect homework, while many still use paper and pen to provide feedback. Homework is seen as a formative tool to provide feedback on the progress a student is making toward proficiency in a skill, and feedback is provided to students either via the comment function on Canvas or directly on the papers. At minimum, Aeries, which is accessible by parents, is updated at each progress report.

At NHS, there tends to be too much emphasis on grades and not enough on learning and improvement, so we have taken several steps to redirect focus. Many courses have removed letter grades from assessments to focus students on the narrative feedback given or the rubric marks. Grades are then posted to Aeries later in the day. We also do not post final grades until after Winter Break so students and families can enjoy the academic break and not focus on grades.

Students get caught up in looking at the letter or percentage they earned on an assessment, so removing the actual score helps to mitigate that response and focus their attention on the feedback given. By posting grades later in the day, usually after school has ended, we remove the immediacy of a need to compare their performance to others. Students at NHS often derive self-worth from their grade and feel competitive with one another, so teachers try to focus their feedback on coaching toward improvement in a skill and steps students can take to improve and keep grades private. Similarly, when multiple choice tests are given, results are sometimes delayed or embargoed to prohibit comparisons or cheating. In this case, teachers give feedback on average within a week of the assessment. Smaller assignments are also usually graded and returned quickly.

Writing assessments, such as the anchor, take longer to grade, but are usually handed back within five weeks of assignment completion. PLC teams usually try to hand back assignments on the same day as other team members, so although a teacher with only one or two sections might complete grading faster, the scores are delayed to accommodate those with five sections of a class.

Rubrics on writing assignments in particular have been redesigned to include success criteria or student friendly language. Students are encouraged to attend tutorials to receive more feedback and coaching, particularly for those who will be remediating or rewriting to improve their score. We have seen that students who may not benefit from remediation as much are often the students

who take advantage of outside of class opportunities, so an area of improvement could be providing remediation opportunities within the class period.

There are also opportunities to provide feedback to students on progress in non-academic areas. Teachers are encouraged to send T-wolf Thank Yous to encourage positive reinforcement of positive behavior as part of the PBIS program. Similarly, students are recognized throughout the year by ASB for exhibiting behavior inline with the core values called the T-wolf Spirit Awards. Students get recognition from staff for meeting NHS core values at Pride of the Pack ceremony and Distinguished Timberwolves Ceremony, particularly for those who provide excellent service to the school. Academic achievement celebrations happen at the annual Charter Oak Awards Ceremony, which recognizes students who perform at the top of their discipline. It is important to continue to recognize students for non-academic achievements.

Areas of Strength

- Northwood's commitment to the PLC model allows staff to engage students in common assessments targeting essential learning standards, norm common assessments, and to explore new grading practices (Standards Based Grading and Ungrading), identifying essential standards leading to better scaffolds and modifications, particularly for underserved populations.
- Northwood staff conference with students and parents frequently on topics beyond academics, including mental health and college and career readiness.
- Northwood has systems in place to refer students for interventions and support based on data, including MTSS.
- Northwood staff have overall adjusted late-work, plagiarism, and make-up work policies to reflect student emotional and mental health needs. This also has led to gradebooks that accurately reflect student learning, not behavioral compliance.
- Equity Team has been formed to address opportunity gaps for historically underserved students, aiming to provide access to higher learning opportunities for those students.
- Northwood staff collects and uses data from multiple avenues to drive curricular changes, adjust instructional methods, and reteach. This data is shared with the community.

Areas of Growth

- Northwood students would benefit from more common language regarding assessments and grading practices across disciplines. Success in SBG and alternative grading methods should be replicated schoolwide on all PLC teams.
- Northwood PLC teams recognize a need to more formally reflect on assessment data and to take advantage of tools to aggregate data by demographic to better address learning gaps for underserved student populations.
- There is a need to develop a strong ELAC program with increased parent participation.
- Developing more common formative assessments and an increase in timely teacher feedback will help students in preparing for summative assessments.
- Establishing schoolwide tutorial guidelines for students could help encourage younger and underperforming students to take advantage of that time given.
- NHS staff and students can remove opportunities for comparison to other students and provide opportunities to refocus on their own growth and the feedback they receive.

E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Northwood is more than just a school. It is a collective of students, parents, teachers, and support staff who all value a well-rounded educational experience focused on the continued development of children as well as bringing the local community together. The staff at Northwood prides itself on helping students grow in all facets of life. The school has established a well-deserved reputation for academic excellence. One major area of growth since the last WASC visit is addressing student well-being and emotional intelligence. This highlights the reflective aspect of Northwood High School that maintains a culture of continual reinvention and refinement. Through intense reflection on culture, curriculum, and community, the school constantly challenges itself to meet the needs of students entering a rapidly changing, globally competitive world. As the NHS Guiding Document states: “Pursuing growth is our schoolwide responsibility.” This self-study on school culture reflects the many ways that Northwood High School has created a vibrant environment “for the good of the pack,” centered on the core values of integrity, compassion, and mutual respect.

E1. Parent and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the teaching/learning process.

Parent involvement at Northwood is an integral part of the learning and growth that occurs. This begins with an 8th Grade Family Night for incoming freshmen the spring of their 8th grade year intended to communicate information about school programs and expectations to both parents and students. Before the start of school, Link Crew provides a student-led orientation that matches students with upper class student mentors for ongoing support throughout their freshman year. These Link Leaders continue to meet with freshmen by visiting their TA class as well as inviting freshmen to lunch the first two weeks of school. They also invite new students who enroll during the school year to participate.

Student enrollment in extracurricular programs is a defining feature of the Northwood culture and allows for most students and families to develop a strong connection to the school. These events serve as an introduction to Northwood’s inclusive school culture and provide families and students with tools to easily integrate into the Northwood community before beginning their NHS coursework.

One of the cornerstones of the Teacher Advisement (TA) program are the fall and spring student/parent conferences, aimed to connect students and families to Northwood through a conversation with the teacher adviser. Parents are encouraged to attend both conferences. In addition to the TA conference, each sophomore and their parent/s meet with their counselors to develop their post secondary plan. In the 21-22 School Climate Survey, 83% of respondents felt that counseling and academic advising was available. 67% of parents felt that they could discuss their child’s future plans, such as college or career with a counselor.

Northwood offers many parent information sessions intended to keep families informed about opportunities both in and out of the classroom. Like most high schools, Northwood hosts an

annual Back to School Night providing teachers and staff the opportunity to introduce themselves to families and to familiarize families with the course curriculum, classroom expectations, and general logistics (Canvas use, assignment submission protocols, textbooks, etc.). Counselors also deliver grade level orientations for parents throughout the year. These include a New to Northwood presentation prior to the first day of school, Sophomore Family Morning (to prepare families for the sophomore conference described above), Junior Family Night (providing insight into various colleges systems), the RACC Night college fair, and a College Application Workshop for Juniors in the spring. During senior year, counselors host workshops for the Common Application, UC/University of CA, and CSU/California State University workshops during fall of senior year; parents are invited to attend. NHS partners with IUSD in presenting financial aid and FAFSA information to its families.

The School Site Council (SSC) in conjunction with the Leadership Team monitors the WASC Action Plan and updates it through the SPSA process each year. During SSC meetings, PTSA meetings, and ELAC meetings, the principal explains how the action plan and SPSA are aligned with the LCAP and how site decisions are made to address the action plan/SPSA. Stakeholders provide feedback at these meetings and through annual surveys. In addition, stakeholder input is sought for the LCAP, SPSA, book adoption, bell schedules, and any other decisions that would impact the school community. New course offerings are shared first with the School Site Council, as are the recent updates to the grading systems for many courses.

Parents have many ways to become directly involved in what goes on at Northwood. PTSA consists of around 780 members, providing over 2600 hours of volunteer time. Their contributions provide training, equipment, and facility upkeep so that teachers and coaches have the tools necessary to enhance the learning experience and to enable students to have a positive 21st century learning environment. PTSA has also funded the purchase of items to enhance the everyday classroom and campus experiences, including computers and classroom equipment; umbrellas for lunch areas; skateboard and bike racks; and much more. PTSA volunteers are an integral part of school kick-off days and registration process. They also run and maintain the student store, which is open at lunch every day. PTSA meetings are an opportunity for the principal to share updates with the parent community and for them to ask questions. In recent years, PTSA has worked to partner with specific cultural groups including the Chinese and Korean Parent groups to encourage more volunteer participation as well as support the needs unique to their parent groups. This is a continued effort.

Similarly, an area of growth involves making sure non-English speaking families understand how to be involved. The ELAC Committee, composed of parents of EL students and staff members who work with EL classes, meets four times a year to discuss general school events and policies as well as EL-specific issues (like ELPAC state testing). The 20-21 school year saw a significant drop in parent participation in the online-only ELAC and other EL-specific meetings. When able in the 21-22 school year, NHS shifted the meetings back to in-person and have seen a recent improvement in attendance. This committee has been working to find meeting times that would encourage more parent participation.

Providing interpretation/ translation services has become an increased area of need. A little over 15% of the Northwood student population speaks Mandarin at home. As such, the school has

started to offer translations of all important educational information to meet the needs of this growing population. Additionally, NHS has purchased headsets for live interpretation during larger parent meetings and established a community liaison who is able to interpret at parent conferences and smaller meetings for the Mandarin speaking parent population. In the School Climate 21-22 survey, 88% of respondents said that they were satisfied or very satisfied with the statement “My child’s school/my school provides translation services to families who need it.”

As a result of the majority of Northwood students being enrolled in the Arts programs, parental and community support and involvement is essential. Each music program (Choral and Instrumental) sponsors Informance Evenings and program meetings in the fall. These meetings combine student performances, program expectations, and serve as opportunities to connect with parents and illustrate opportunities for them to get involved in the programs. Parents learn how they can support the programs and contribute to the student experiences through financial contributions as well as donations of time and service. Throughout the year, there are numerous performances and community outreach events put on by the performing and visual arts, and parental support is an integral part of these events' success. In the spring, Northwood hosts Fine Arts Week to share with the student body and the community all the visual and performing arts opportunities. Student representatives from all arts disciplines participate in the Interdisciplinary Arts Council (IDAC). Night of the Arts is a community-wide event, showcasing 2D and 3D visual art from the feeder elementary and middle schools, as well as Northwood’s own arts programs. The night also offers guests hands-on experiences in both visual and performing arts, whether it is through conducting a student orchestra, practicing dance moves with NHS dancers, participating in ceramics or screen printing demonstrations. The Drama department continues this connection to the community during the school year through performances at the local feeder elementary schools.

With such a large enrollment in the arts, Northwood has dedicated groups of parents who serve in many capacities. The Timberwolf Instrumental Music Boosters (TIMB) and Choral Music Boosters raise funds and coordinate volunteers to support instrumental and choral music programs. Though the other arts disciplines do not have official booster groups, there is a great deal of parental and community involvement in the form of direct financial donations and donations of time and service for different performances and public events.

Parental involvement is also essential to the Athletics program. Each individual sport organizes informational parent meetings at the beginning of each season: fall, winter, and spring. These parent meetings cover good sportsmanship policies, behavioral expectations, team-specific information, and ways that parents can volunteer to help programs. The Athletics Boosters helps to fund many aspects of the 21 teams that compete on campus. Boosters encourage parental involvement for each individual team sport by providing concrete examples of roles and jobs that can be fulfilled.

Challenge Success Athletics Leadership Team (CSALT) is a collective group of student-athletes, coaches, parents, teachers, and administrators who meet 2-3 times a year to openly discuss how the athletics programs are functioning at Northwood High School. Members of CSALT, including parents, are nominated by coaches and administrators and then invited to attend the meetings in which they discuss various topics ranging from how to increase engagement at

practices and games to how to build perspective and empathy for the other stakeholders involved in athletics. CSALT was initiated in 2018 to gather feedback from all stakeholders on how NHS athletics programs can continue to improve. Since its inception, CSALT has produced a collective purpose statement and core expectations; clarified expectations for administrators when hiring coaches; and disseminated tips for parents and coaches on how to approach student-athletes from the student-athletes perspective. The CSALT team is currently working to create a spectator policy, highlighting positive spectator participation in support of teams. The group has elicited feedback from all stakeholders to shape the spectator norms and are developing a strategy for how to effectively communicate these new standards.

Northwood has many ways to communicate school information to parents and community members. School policy is communicated in both the data confirmation materials and on the school website. Parents can check their child's grades using Parent Portal (Aeries Online), and can set automatic weekly updates through Canvas to monitor their student learning. These online tools keep parents abreast of their children's progress as do phone calls and emails from teachers. In the 21-22 School Climate Survey, 80% of parents reported that they have access to information needed to understand their child's learning progress.

In recent years, NHS has updated communication strategies to better connect with the community and all stakeholders. In 2021, NHS adopted use of the app Integral, which contains information such as the bell schedule, sports, a list of clubs with contact information, club meeting times and locations, and an overall calendar of events. This is now the main form of communication to parents and students regarding school events. NHS also uses Instagram to send reminders to stakeholders about upcoming events. In fall of 2022, admin began using Parent Square which sends emails and text messages with pertinent NHS information. Messages can be translated into any language, a tool to help engage all parents, regardless of English language proficiency. The Activities Director emails weekly bulletin newsletters, containing information for the upcoming week, and the College and Career Center information on college visits, scholarship opportunities, and upcoming workshops on a weekly basis as well. The principal engages the Northwood community through emails about important school announcements and community partnerships. The [Northwood website](#) houses weekly email bulletins. Additionally, student reporters update the website for the monthly newspaper, The Howler (www.thehowleronline.org) with the student perspective on Northwood current event issues. Parents can also watch episodes of the broadcast TV show each week at www.IUSD.TV. Another form of communication available is the Say Something App which is an anonymous reporting system that enables students to seek support anonymously for themselves or for friends.

According to the 21-22 School Climate Survey for Northwood High School, 78% of respondents felt that the school "supports effective communication between parents and teachers". In another survey question, 66% of respondents reported that their "family feels welcome participating in school activities". This data is supported by the Healthy Kids Survey, where 64% of 9th graders felt that parental involvement was prompted on campus. This percentage drops as students get older, with only 57% of 11th graders feeling that parental involvement was prompted. This reflects campus values that seek greater levels of parental involvement in the younger students while empowering older students to manage their own experiences as they progress toward

adulthood. NHS is hopeful that the recent changes to communication systems will increase parent involvement on campus. It is also likely that these programs need to be better advertised to parents.

E2. School Culture and Environment Criterion: The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Safe, Clean, and Orderly Environment

Northwood's physical layout provides a balance between security and safety with an open floor plan that makes the campus and its classrooms inviting and welcoming. The campus has multiple security cameras around campus which provide 24-hour surveillance. The custodians and groundskeepers maintain a high level of cleanliness and upkeep. 83% of respondents reported they were satisfied or very satisfied with the "quality of academic facilities and materials."

An issue the school faces as it continues to grow in population is traffic. The limited number of street entrances makes student pick-up and drop-off somewhat chaotic. Administrators stand at busy intersections during these times to help the overall flow of traffic, but congestion remains an issue. 11th and 12th grade students are allowed to park their vehicles on campus provided they have a parking permit. To receive one, students are required to attend a driver's safety presentation run by the Irvine Police Department, called Smart Start. Students must additionally remain in good standing with attendance to keep their permit.

Students' physical safety at Northwood is a high priority. The school district holds a monthly safe campus meeting as well as regular district-wide meetings with the Irvine Police Department (IPD) to stay up-to-date concerning the latest issues students face. Northwood employs 4 Campus Control Assistants (CCAs) and has a School Resource Officer (SRO) from IPD assigned to the school site. The SRO is a member of the administrative team, which meets every week to stay connected to what is happening at the school.

Northwood's staff and students participate in emergency drills at least twice a year to maintain a proficient level of readiness in the case of an emergency. Practice scenarios include a large earthquake and an active shooter/lockdown. Evacuation and egress routes are posted in all classrooms, and a backpack filled with first aid supplies has been placed in each room. The effectiveness of the school's emergency procedure was put to the test in 2016, when we went into a lockdown due to a believed threat to the campus. Administration and the district worked closely with IPD in order to ensure that all students and staff were safe. This experience resulted in an improvement in the communication procedures between on campus administration, IPD, community, and the district office. Each pod was given a portable toilet and privacy tent, and emergency supplies in case of a long lockdown period. Procedures appear to be effective in monitoring safety of all students and staff, as revealed through the School Climate survey where 80% of students reported that they feel safe at school. 86% of parents reported that their "child feels safe in all places at this school."

The Health Office, staffed by the school nurse and health clerk, contribute to making Northwood

a safe and healthy place for students. Each classroom teacher is also provided with a small first aid kit every year. All classroom phones have an “urgent” button, which rings all phones in the office in the event of an emergency. A school nurse is present on campus every day of the week during school hours, and supplemental funding from PTSA pays for a part-time health clerk. The Health Office is in constant communication with parents and students to take care of any health-related issues.

Each of the high schools in Irvine also has an Athletics Trainer to support the medical needs of the Athletics program. When an injury occurs for an athlete, an Emergency Action Plan is created, which is a personalized return-to-play plan for each student. There is a defibrillator by the gymnasium and at the pool, and we plan on adding one near the track, in addition to multiple others around campus. The athletic department has strong concussion protocols. The Return-to-Play protocol is enacted when a concussion occurs. Concussions are communicated to counselors, who then communicate with classroom teachers.

In addition to physical safety, Northwood High School and Irvine Unified School District keep their students safe in a digital environment. Each year, students and staff are required to complete and pass a short assessment on digital citizenship. This includes filter training, as the District has a filter for all students. In order to gain access to sites through the filter, individual students must complete the training.

Northwood also underwent significant changes in order to keep staff and students safe during Covid. In March of 2020 we moved to Emergency Distance Learning. Distance learning continued into the Fall of 2020. However, in late September of 2021 students returned to campus in cohorts. IUSD and NHS worked to ensure all state guidelines for return to school were met, including providing PPE and increasing airflow.

The two main goals for the future are to improve the cleanliness of bathrooms and increase bike safety. Vandalism of student bathrooms has led to specific restrooms being locked until returned to working order, which frustrates students as they do not know that the restrooms will be unavailable. This can increase the amount of time students are outside of class. To prevent this, we have increased CCA presence outside of affected bathrooms during breaks and lunch as well as the number of security cameras around campus. Another area of improvement is regarding student bicycle thefts. However, this is largely due to students not locking up their bicycles. NHS staff and the School Resource Officer continue to encourage families to register and lock up valuables. We are increasing the number and location of bike racks around campus in order to allow for easier locking of student bikes. We are hopeful that by making it easier for students to lock their bikes, we will see a decrease in the number of thefts.

IUSD has [formal complaint procedures](#) which includes General and Uniform Complaints. The school community can access the process online through the district and NHS website. In addition, the policy is posted in classrooms as well as the office.

High Expectations/Concern for All Students

Northwood has brought on a second Mental Health Specialist on staff to meet the non-academic, mental health needs of students, particularly in the area of student balance and well-being. In

addition to the counseling staff, NHS also has two full time Mental Health Counselors (full-time licensed mental health clinician) who support students counseling needs. The non-binary students are supported by these therapists with [Gender Support Plans](#). The Mental Health Specialists carry a caseload of over 50 students, providing crisis intervention, individual counseling, group counseling, and case management services. Students on the Mental Health Specialist 's caseload are referred via administration, counseling staff, SST teams, and self-referral by student. The Mental Health Specialist promotes self-care and mental health awareness by doing classroom presentations. In addition, in 2019, NHS opened “The Well,” a safe and silent space for all NHS students to relax, destress, and get help if they need it. This location is highly utilized by students, and has allowed for many students to seek counseling support in an informal way.

NHS has developed a Hope Squad program, a national organization that seeks to prevent youth suicide by training students to support one another. This group is active on campus with staff members and students who attempt to destigmatize gaining necessary mental health support. Posters around campus identify members of Hope Squad, teacher members have classroom signs, and there is an active Instagram page.

In 21-22, NHS updated its detention plan. In the past, detentions were assigned and required to be served within one week. Unserved detentions doubled and if they still were not served, Saturday School was assigned. Students were accruing Saturday Schools for the entire year in the first semester. This past year, the detention schedule changed to accommodate more students' schedules (every morning and two days after school) and students were restricted from attending extracurricular events if they had unserved detentions. Additionally, students could serve detentions with their teachers or by helping the custodial staff during lunch. Notification of detentions also changed to decrease the disruption during class time to provide students with warnings and detention confirmations via email.

Atmosphere of Trust, Respect, and Professionalism

Students and staff at Northwood High School have developed a school culture that reflects values vital to academic success and positive character development. Northwood core values of integrity, compassion, and mutual respect were developed through a collaborative process that included students, staff, and parent groups. Since then, school administrators and teachers have made an effort to ground student discipline in these values to help students develop a values-based decision-making model. The culture established through the core values functions to maintain trust and integrity between stakeholders, allowing students to take responsibility for many school activities and events. Students display their professionalism through student-led programs such as ASB, drama, dance, peer tutoring, 8th Grade Family Night, Link Crew, or Student Forum, keeping the core values at the center of any program in order to maintain a positive and collegial environment. Even having an open campus during lunch illustrates how trust is a fundamental part of the learning environment. An environment of academic risk-taking among students and staff allows for innovation in the classroom. Teachers are encouraged to try new methods or technology in their classrooms and reflect on their overall effectiveness. As a result, students also feel encouraged to take academic risks themselves.

The [Equity Team](#) meets to design and measure academic interventions, examine discipline data,

and determine proactive schoolwide behavioral policies. Student expectations for conduct and dress are discussed in the Timberwolf Code of Conduct located on the school website and in the summer registration packet, which is reviewed and signed by parents and students. These expectations, along with the ESLRs, are reviewed in TA and reinforced through the NHS Core Values campaign. Classroom expectations are made explicit at the beginning of the year, with teachers specifically adopting the language of mutual respect, integrity, and compassion in their syllabi. The Teacher Advisor program also contributes to a culture of trust and professionalism through the advisors' ability to check with students informally, as well as the formal parent conferences twice a year. Teachers are trained in leading student-centered conferences that check in with families, schedule classes, and offer counsel for a variety of issues.

Northwood was founded upon the idea of collaboration, which emphasizes trust and professionalism among all stakeholders. From the physical layout of the "pod" design of classrooms to the bell schedule, the collaborative environment is a critical piece to the school culture and emotional growth of students. Wednesday mornings are designated for staff meetings, department meetings, or PLC meetings, allowing teachers to share effective practices and align their practices. These and other supplemental meetings ensure consistency among PLC groups, work on vertical articulation, and align coursework with district priority learning targets. The PLC groups are one of the strengths of the academic programs because they allow teams the opportunity to use student assessment to measure the effectiveness of different instructional techniques to help meet student needs, and to design diverse lessons that allow all types of students to engage and be successful. Recently this has allowed for the spread of Standards Based Grading through the academic departments and for the combining of Honors and CP students into one classroom. The built-in collaboration time in the bell schedule has also enabled teachers to learn and make use of new technologies, which may help them better engage students such as Google Drive, OneDrive, Canvas, Turnitin.com, Quizdoms, Aeries Gradebook, and other student engagement software. Education Technology Mentors (ETM) are teachers on campus who train teachers in how to implement and troubleshoot new technologies in their classrooms. Many of these technologies and support systems have helped to reach students in new and innovative ways.

The rigorous curriculum found across all departments, and the idea that all students should leave Northwood college-ready, characterizes a culture of high academic expectations. The Schoolwide Learning Outcomes or Expected Schoolwide Learning Results (ESLRs) convey high expectations for students as effective communicators, complex thinkers, reflective individuals, and community-minded individuals. Supporting students' mental well-being in light of high academic expectations remains an ongoing schoolwide focus. Efforts to address these concerns include the annual State of the Student day, a later school start time, and maintaining a Mental Health Specialist on staff. In addition, there has been a more concerted effort to recognize students not only for strong academics, but also for strong character. All staff members can recognize students throughout the year by sending them a T-wolf Thank You. This electronic recognition is emailed out weekly to students and parents based on referrals from staff members. This year, NHS recognized approximately 34% of the students from 100 staff members. While this did not meet the school goal of 50% of the population, it was a great step forward in increasing the staff's positive behavior recognition. NHS traditionally holds a schoolwide Pride of the Pack assembly honoring students who display the school's core values on a daily basis.

Phone pockets have been placed in each classroom, and teachers are encouraged to ask students to place their phones in the pockets, in keeping with research that highlights being away from one's phone as the best way to increase engagement and respect and professionalism in the classroom.

Stakeholders at Northwood consistently work together to improve school programs and academics, embodying collegiality, respect and high expectations. Through the use of PLC time, teachers meet and use assessment data to revise and focus instruction. Students are not only taught to be reflective about their own work, but also to contribute their ideas for improving curriculum, especially when it comes to integrating technology in the classroom. Not only is there a focus on continuous academic improvement, but students and staff also work together to target and improve specific behaviors among staff and students.

E3. Personal, Social-Emotional, and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Academic Support Strategies for Students

Northwood has placed a significant amount of focus and effort in order to help all students achieve academic success. The school's perceived reputation is one of high-performing students who go on to elite four-year schools. While this is true for some of the student population, it is not true for many other students. One of the areas of focus the staff identified in the last WASC accreditation cycle was the need to provide services to students who need extra support to navigate the rigor of Northwood High School. To that end, the school has developed a number of academic and personal programs and interventions to address these needs. This multi-pronged intervention program supports student academic progress in a variety of ways.

In the core subject areas of Math and English, Northwood's staff has implemented intervention classes to support students in developing and acquiring basic proficiency. Since the last WASC review, the English Department has created several classes to help remediate essential English skills students may lack. In the Math and Science Department, Math 1 and IS 1 co-teaching model has been created to help students meet grade level math standards. Finally, Northwood also offers a Learning Skills class designed to support the development of effective work habits and study skills. It is available to freshmen and placement is based upon 8th grade performance and administrator, counselor, or teacher recommendation.

An important facet of Northwood since its inception has been the tutorial program. Northwood continues to refine and improve its Tutorial period to provide specific assistance to students that need help. Students who are failing two or more classes are identified and enrolled in the [Mandatorial program](#). This is a program intended to structure struggling students' time during the Tuesday/Thursday tutorial sessions. There is a Mandatorial group for each grade level, along with one for students with IEPs, and another for EL students. A teacher or other staff member supervises each group of Mandatorial students and works with them to get back on track in their

classes. A few course teams have started more structured tutorial times for specific intervention.

In addition to identifying students for these structured tutorial programs, students may be identified through a SIT/SST process that could lead to other interventions such as enrollment in the school's Learning Skills or Read/Write courses. A Student Intervention Team (SIT) meeting is the first step in the process. Students are referred for a SIT if there are concerns from teachers, the student's parents, or students themselves; however, most referrals come from teachers. The SIT meeting usually consists of a counselor, assistant principal, the Intervention Counselor, school psychologist, Mental Health Specialist and, if appropriate, the School Nurse all review data from stakeholders. If necessary, the student may be progressed to the Student Study Team (SST) process. An SST is necessary before a student can be assessed for Special Education. If a need is identified, the student may receive additional testing to determine if they qualify for an IEP, 504 plan, and/or referral to social-emotional intervention programs such as Project Success. Overall, SIT level interventions have been effective in reducing the number of SST level interventions. NHS offers a comprehensive 504 and IEP process for students who qualify.

A continued area of growth is the need to systematize specific classroom and course-wide interventions for struggling students who do not meet the requirements for Mandatorial or a SIT/SST. The school continues to refine and improve its practices to help students who fall into this category. For example, a student Peer Tutoring program has been in place for several years. This is a free, voluntary after school program where participating students meet with student tutors as often as four times a week (for one hour a day) to receive academic assistance. Students can also be referred to one-on-one tutoring or mentor services. Peer tutors are also placed in classes where students need additional support to assist teachers with struggling students.

Over the past few years at Northwood, measures for EL students have been put into place to meet the growing needs of the EL population on campus. Northwood has a two-year tiered program to help build the language and academic skills necessary for EL students to excel in mainstream classrooms. English Essentials is an elective course focused on reading comprehension, English language acquisition, and supporting EL students who are concurrently enrolled in the sheltered Humanities core. Additionally, ELA Skills is an elective course designed to support EL students who are new to the school and are placed in mainstream core classes. Students may graduate out of these classes at the semester if they demonstrate a level of reading and comprehension that is approaching or at their current grade level.

As an area of growth, addressing the social and emotional needs of the EL population would help provide support beyond academics. By looking at the model of support that Link Crew provides for 9th grade students, we are in the initial stages of developing an EL-specific mentor program to support new-to-Northwood EL students both academically and socially. A group of 11 upperclassmen - all EL students themselves - are developing a plan to best support EL students. The recommitment and expansion of the Language Ambassador program will support this area of need.

In the summer of 2021, Northwood High School offered Transition Camps to help students transition to in-person learning from distance learning. Three camps were offered to students who were returning from virtual school, students who were new to the district, and students who

were enrolling in Honors and Advanced Placement courses for the first time. NHS continues to offer a “New to NHS” camp to new students and a “New to Honors and Advanced Placement” camp. This summer a new camp was added for students who are re-enrolled in Math 2.

Multi-Tiered Support Strategies for Students

One of the hallmarks of Northwood culture is the close relationships students develop with staff members. Teachers, counselors, and administrators work together to help students develop and grow in all facets of their lives—academically, emotionally, personally, and physically. 87% of students reported in the California Healthy Kids Survey that they could talk to at least one adult on campus if they had a problem. Of this number, 1 in 4 reported they had between 3-5 adults they felt comfortable talking to, and almost 1 in 5 (19%) stated they had more than 5 adults they felt comfortable turning to when they had problems.

A central part of the personal support system at NHS is the Teacher Advisement (TA) program discussed in previous sections. The teacher advisors play a crucial role in supporting students throughout their high school experience and are an additional support the counselor assigned to them. Teacher advisors and counselors work together to support their students by encouraging balance and engaging in personal, individualized discussions and conferences that meet the particular needs of each student. When issues arise, the teacher advisor and/or the counselor can intervene and assist students in assessing their strengths and weaknesses while helping them problem solve.

Lastly, State of the Student focuses on teaching strategies to encourage balance and well-being for the students and staff. On State of the Student, students do not receive academic instruction; instead, each teacher focuses their class time on Social Emotional Learning through a variety of activities centered around specific topics outlined by the State of the Student committee. In 20-21, State of the Student focused on Communication and Digital Citizenship, including social media. A variety of activities were provided and students were encouraged to participate alongside staff.

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement. This work is led by the Equity Team which is composed of representatives from each department, a counselor, a school psychologist, and an administrator as well as site based leaders specifically trained in MTSS and PBIS strategies. The team meets regularly to review and analyze school-wide systems of support, to look for areas of improvement, and to provide strategies to teachers. Data review includes, but is not limited to, student achievement, attendance, and discipline records. Findings are brought to the leadership team to continue to assess efficacy.

One tool used to communicate course supports and interventions is the [NHS Policies, Academic Resources, and Interventions Matrix](#). This was developed in 18-19 and needs to be updated to reflect current department policies. Reflection on MTSS processes has also led to the development of new supports. For example, the EL support class was developed due to the identified needs that many EL students were struggling in academic classes due to language. In

math, various support classes have been tried over the years, but the staff has found that supporting students in the classroom with more content teachers has been more effective. This is due to the teachers' ability to respond in the moment as well as finding alternative assessment practices to show what students do know. Mandatorial entrance and exit criteria has also changed over the years due to demand.

One example of the staff's approach to assessing the effectiveness of support and its impact on student success and achievement was during hybrid learning and the return to in-person learning. The Equity Team took a lead on reviewing data and identifying areas of concerns. After the fall semester of the hybrid schedule, grade distributions were significantly lower than in previous years, specifically for freshmen. The Equity Team in conjunction with the PLC Facilitator Coach group, identified that one of the major barriers was that students were not feeling connected to school, or their teachers, and some students were experiencing significant barriers due to life circumstances, including their socioeconomic status. As a result, various ideas were presented to the staff with ways to better connect to the students and also successful intervention strategies were shared. As a result, the grade distributions showed a marked improvement in the spring semester. Ultimately, many of the ideas discussed contributed to more openness to SBG.

Other examples of this work include modifications to the discipline and attendance policies, as shared in previous chapters. In addition, changes to discipline practices include more restorative approaches including reflective assignments and alternatives to suspension. While the state mandated many of these changes, NHS staff reflected on the changes to the law and the student data to respond. This includes school-created options for students for attendance and behavioral issues.

Co-Curricular Activities

Students at Northwood are very involved in campus activities. There are an estimated 1245 active club members on campus, based on an average of 15 members per club. This number is inflated, however, because of students who are members of more than one club. In addition to student participation, there are currently 81 clubs. With 80 certificated staff members, there are over 50% involved in extracurricular clubs, connecting to students in a capacity other than academics, athletics, or the arts.

The clubs are also representative of the diversity on campus. There are clubs that create awareness of the numerous identities students claim for themselves. Through clubs whose purpose is to celebrate cultures, identities, ethnicities, religions, or varied personal interests, students at Northwood enjoy a climate that encourages both personal and academic development. The club system encourages students to organize and coordinate school events around their passions, and this allows students to share a personal side of themselves. For many students, these become the spaces they feel most connected to on campus. In the 21-22 school year, we made some changes to the club model, dividing clubs into either [“School Sponsored”](#) or [“Non School Sponsored”](#) clubs. Dividing clubs into these two categories has allowed for a greater number of student groups on campus as the “Non School Sponsored” clubs have fewer requirements for eligibility and enable like-minded students to gather on campus during the school day.

Outside of the club system, there are many other ways for students to become involved on campus. Athletics and the Arts Department provide many opportunities for a great connection to campus. There are also many leadership opportunities through ASB and the various class councils. The school newspaper, The Howler, and the yearbook offer other leadership opportunities for their members. Hope Squad, Link Crew, Peer Tutors, and Language Ambassadors give students the opportunity to connect with campus and their peers.

As a result of the eight-period block schedule, many students crossover between the performing arts and sports. This year, 671 students are involved in both the Arts program as well as Athletics. There is a unique culture on the Northwood campus where students are valued for their multi-dimensionality. Many NHS students cannot be easily defined or categorized. The NHS eight-period schedule has allowed students to explore a variety of their passions.

Northwood's Arts Department is successful at engaging a broad range of students as they serve the majority of the campus. Out of 2260 students on campus, 72% are enrolled in an Arts class for the 22-23 school year and 571 are enrolled in 2 or more classes in the Arts.

Based on enrollment figures, many of Northwood's students find that the arts programs provide them with both creative and emotional outlets and support. They take a great deal of pride and ownership in their work, and it absolutely shows. Northwood has been twice recognized as a California Exemplary Arts Program, and there have been countless awards and recognitions for both individuals and programs within the department, including multiple Cappies and Grammy Awards.

At its core, Northwood athletics values student participation and growth. Even though NHS has seen student athletes receive athletics scholarships at the collegiate level, statistics have shown that the vast majority of high school athletes do not participate in formal athletics after high school; with this perspective in mind, NHS emphasizes the role athletics has in helping to build integrity and personal character. At the same time, NHS maintains a tradition of excellence, competing at a high level both in league and in CIF. In terms of school culture, Northwood athletics also serves to bring balance and physical health into the lives of student athletes. Being in good physical shape helps students on campus deal with academic stress in a healthy way and the athletics program is fully committed to giving students on campus a chance to truly be well-rounded.

Student participation in extracurricular activities is a valuable element of the NHS campus. This is borne out of student survey data where 77% of students report being satisfied with the extracurricular activities offered, while 86% believe they were provided with sufficient opportunity to participate in activities that interested them. To honor contributions and dedication to campus culture outside of the classroom by students and staff, the NHS ASB produces the Distinguished Timberwolves Awards, a student-led program that recognizes the work it takes for students to connect to NHS and to pursue their interests outside of the classroom.

Student Voice

Teachers strive to create an environment where students feel safe to express diverse thoughts and opinions, as well as to create social outlets to balance high academic expectations. Again,

Northwood's core values drive the discourse on campus and allow for clear norms to be established in order to promote academic risk-taking.

This is formalized in the way that student voices are heard schoolwide through Northwood's school newspaper The Howler, Northwood TV (NTV), Student Forum and the Principal's Council. Student Forum, in particular, allows student representatives to discuss school policy and programs and recognize peers for academic, athletics, and artistic achievements in a monthly meeting during Wednesday morning late starts. Next year, Student Forum will be given more of a voice on campus, with ASB turning to this group for input on various issues. Principal's Council was created in spring of 2021 as a way to gather feedback on school culture, school policies, and new ideas. The group meets monthly (approximately 5 – 8 times per school year). Students are appointed by the principal with input from members of the staff. Strong candidates include students willing to consider other perspectives, share thoughts and ideas, and look for creative ways to improve NHS. Students will be selected to represent the diversity of the students on campus. The Council is made up of approximately 25 students of all grade levels. This includes, but is not limited to Student Forum, ASB, Link Crew, Hope Squad, Athletics Captains Council, Marching Band, the Arts, ELAC (or Language Ambassadors), Club Presidents, Howler, Yearbook, NTV, and any other informal student leaders who are looking to lend their voices and visions to the school. Each term is for one school year, however students may reapply each year.

The new Activities Director has begun a revitalization of campus activities, in a desire to enhance student involvement and student voices on campus. This new vision focuses on servitude style leadership for ASB. It also focuses on the unification of ASB and clubs, in order to bring students together from different campus groups to work on common campus projects, such as Homecoming Week. Students on ASB are limited to involvement in certain campus groups, thereby opening up opportunities for other students to participate, and hopefully eliminating the perspective that only a small handful of students participate in all activities. This goal will allow for greater involvement and a greater diversity of student voices on campus.

An area of growth is how we collect opinions and ideas from students and parents, as only 57% of respondents believe that they have an opportunity to share opinions and ideas at school. While this data point includes student survey data in addition to parents, it is a clear area for growth.

Areas of Strength:

- Northwood's Advisement program allows for students to build long-term meaningful relationships with peers and staff.
- NHS has many ways for students to get involved on campus, including clubs and extracurriculars and a schedule that allows for students to participate in arts and athletics.
- Recognition and appreciation of all types of students is evident through many awards programs.
- Northwood has multiple methods of communication with shareholders, and has active participation from the parent community whether it is through PTSA or booster groups, fundraising, volunteering, teacher appreciation, etc.
- Northwood staff and students embrace a collaborative mentality and encourage academic risk-taking.

Areas of Growth:

- Northwood would like to increase overall parent and community-at-large engagement and involvement.
- NHS needs to improve how social and emotional needs of the EL population are addressed to better support beyond academics and improve interpretation/translation services for parents/community.
- Northwood would like to enhance student involvement and student voices on campus.
- A focus should be kept on student and staff stress and well-being, since the high expectations can create a stressful learning environment.

Chapter 4: Summary of Identified Major Student Learner Needs

Academic Achievement for Historically Underrepresented Student Populations:

Departments and course teams review grade distributions quarterly. Examining grade distributions by ethnicity indicated discrepancies in achievement in Black/African American, Hispanic/Latino, English Learner, Special Education and socio-economically disadvantaged students. Examining grade distributions after a semester of distance learning when grades were recorded as credit/no credit, the disparity in academic achievement became even more apparent in these student populations in comparison to other student populations. As NHS began its self-study process and reviewed data, they found that although the NHS graduation rate for 2021 was 96.6%, historically underrepresented student populations were graduating at the following rates:

- Students with disabilities - 73.5%
- English Learners - 93.5%
- Socioeconomically disadvantaged students - 92.2%
- Hispanic students - 93.3%
- Students who identify two or more races - 90.9% (CA Dashboard).

The CA Dashboard also revealed that in addition to graduating at a lower rate than other student populations, the a-g completion rate (college & career readiness) is lower for these historically underrepresented groups.

When reviewing the Equal Opportunity Schools Survey for 21-22, NHS found that only 45% of its Black/African American students felt that “staff hold ‘high’ or ‘very high’ expectations for their academic achievement” which is 21-23% lower than other student populations. When asked about a welcome barrier to AP classes, 55% of historically underrepresented student populations reported not feeling welcome in these classes. In the staff survey, when asked to reflect on their curriculum, 58% of the staff reported that their curriculum is “somewhat representative” in response to the question “When you think about your AP classes, does what you are teaching in class represent your students’ racial and cultural identity?”, while 17% reported that it was “not at all representative.”

Mental Health and Well-being:

Although NHS had made strides in helping the school community understand the importance of balancing high expectations with mental health and well-being after its previous accreditation cycle by partnering with Stanford’s School of Education Challenge Success program, the Covid-19 pandemic had a detrimental effect on students’ mental health due to a lack of routines, certainty, friends, and human interactions. This led to anxiety, depression, stress, feelings of hopelessness, and a lack of connection to the school community. In the IUSD School Climate Survey, taken annually by all students, parents, and staff, 42% of the student population reported they strongly agree or agree with the statement “The stress I feel is generally low” (School

Climate Survey 2022). In the 2022 Healthy Kids Survey, 19% of the freshmen and 28% of the juniors reported chronic sad or hopeless feelings over the last twelve months. Additionally, when asked to respond to the statement “I expect more good things to happen to me than bad,” 44% of freshmen and 52% of juniors responded “not at all true” or “a little true” (Healthy Kids Survey 2022). There were 94 Suicide Risk Assessments and Screeners completed as of April 29, 2022 for 21-22 school year. Numbers in the 21-22 school year in comparison to the previous year were higher for a variety of factors. In the 20-21 school year, students were on campus only two days per week. Counselors and teachers had limited access to students, there was little social interaction between students, and student extracurricular activities were limited. The number of risk assessments is also an indicator to how responsive NHS staff are and address all concerns that are brought to their attention.

Parent and Student Engagement

NHS continues to look for ways to reach out to families and students to offer appropriate support. One way that this is being done is through engaging in the Equal Opportunity Schools (EOS) program to identify potentially underserved students and support them in accessing higher level classes. In the 20-21 Equal Opportunity Schools survey, only 46% of staff agreed that “Teachers and parents think of each other as partners in educating their children.” Furthermore, 62% of staff agreed that “Staff at this school work hard to build trusting relationships with parents.” School connectedness also decreases for students from ninth to eleventh grade as 73% of the ninth graders stated their connection to school was “pretty much true” or “very much true” in comparison to 66% of the eleventh graders. In addition, 64% of the ninth grade students “agree” or “strongly agree” that there is “Promotion of parent involvement in school” in comparison to 57% of the eleventh grade students (21-22 Healthy Kids Survey). Finally, English Learner Advisory Committee (ELAC) only averages 10 members yet 5.9% of the student body is designated English Learner, 16.33% are designated Initial Fluent English Proficient (IFEP), and 24.77% are designated reclassified Fluent English Proficient (RFEP). The Covid-19 pandemic contributed to high absenteeism and tardiness which continued despite a return to in-person instruction. The 21-22 school year saw a total of 5,819 cuts and 22,676 tardies (excused and unexcused combined).

Chapter 5: Schoolwide Action Plan/SPSA

Northwood High School WASC Schoolwide Action Plan

Area of Academic Need #1: Supporting Historically Underrepresented Populations to Ensure Academic Achievement

Improvement Area #1: Addressing the needs of EL students, Black/African American students, Hispanic/Latino students, Special Education students, and socioeconomically disadvantaged students in order to integrate them more fully into the school community and improve academic achievement.

Rationale: After a review of the profile, district data, and survey data, there is a need to continue the development of schoolwide strategies to ensure the academic success of these historically underrepresented populations. NHS graduation rate for 2021 was 96.6% (CA Dashboard)

- Students with disabilities - 73.5%
- English Learners - 93.5%
- Socioeconomically disadvantaged students - 92.2%
- Hispanic/Latino students - 93.3%
- Students who identify two or more races - 90.9%

The a-g completion rate (college & career readiness) is also lower for these groups. (CA Dashboard) In the 21-22 Equal Opportunity Schools Survey, 45% African American students felt that “staff hold ‘high’ or ‘very high’ expectations for their academic achievement” which is 21-23% lower than other student populations. Furthermore, 55% of historically underrepresented student populations report a welcome barrier to AP classes. Additionally, 58% of the staff reported that their curriculum is “somewhat representative” in response to the question “When you think about your AP classes, does what you are teaching in class represent your students’ racial and cultural identity?”, while 17% reported that it was “not at all representative.” (EOS Survey 21-22)

Impact on Student Learning: Schoolwide support will assist students in accessing the knowledge necessary to be college and career ready as well as integrate them more fully into the school community.

ESLRs: Complex Thinkers, Effective Communicators, Reflective Individuals, and Community-minded Individuals

Steps (in no particular order at this time)	Person(s) Responsible	Resources Needed	Timeline
1.1a Establish or confirm common essential standards and learning targets for all courses based on previously adopted standards and newly identified curriculum.	-Administrator -Department Chairs -Course Leads	-PLC Time	Fall 2022
1.1b Staff development to train course leads to utilize resources (School City) to review data by demographics so that classroom data can be reviewed regularly.	-PLC FCs	-PLC Time	Spring 2023
1.1c Staff development to train PLC course teams to utilize resources (School City) to review data by demographics so that classroom data can be reviewed regularly.	-PLC FCs -Course Leads	--PLC Time	Fall 2023
1.1d Create and monitor a system of interventions to determine their efficacy and refine as necessary specifically for students not meeting standards through professional development and PLC groups. This include more intentional use of tutorial.	-Administrator over department -Department Chairs/Grade level teams -Equity Team	--PLC Time	Fall 2022- Ongoing
1.1e Professional development on differentiated instruction and classroom interventions.	-Administrator over individual departments -Department Chairs -PL FCs -Equity Team	--PLC Time -Staff/teacher training, conferences and resources	Spring 2023- Ongoing
1.2a Communicate embedded honors rationale to stakeholder groups.	-Administrator -Course Leads	-PLC Time	Summer 2022
1.2b Pilot embedded honors on a large scale in Humanities and Integrated Science courses.	-Course PLC Teams	-PLC Time	2022-23

1.2c Refine structures for embedded honors courses through PLC team reflection and sharing across departments.	-Course PLC Teams	-PLC Time	2023-24
1.3a Establish standards based grading and other equitable grading practices (Ungrading, embedded honors, etc.) in core areas based on essential standards when possible.	-Departments (grade level teams) -PLC Facilitators -Course Leads	-PLC Time -Staff Development	Fall 2022- Ongoing
1.3b Share IUSD Grading Practices guide with all staff to identify specific areas of focus.	-Administrator	-Staff Development	Fall 2022
1.3c Expand standards based grading and equitable grading practices to all core areas through expanded professional development, PLC time and training by teachers already engaged and across department teams.	-Department Chairs -PLC Course Teams	-PLC Time -Staff Development	Fall 2023
1.3d Expand standards based grading and equitable grading practices to all courses.	-Department Chairs -PLC Course Team	-PLC Time -Staff Development	Fall 2025
1.4a Reevaluate Equal Opportunity Schools Action Plan and train staff to identify students who should access AP/Honors coursework.	-Administrator -Equity Team	-PLC Time	Spring 2023
1.4b Expand summer camps for first-time AP/Honors students in underrepresented populations with identified study skills to support achievement. Share these strategies with AP/Honors teachers.	-Administrator -Equity Team	-PLC Time	Summer 2023
1.4c Share identified study skills schoolwide and create a plan to teach all students the skills.	-Equity Team -PLC Course Teams	-PLC Time	2023-24

1.4d Identify and implement instructional strategies that promote belonging, honor student identity and experience, and support social and emotional safety.	-Leadership Team -Equity Team	-PLC Time	2023-24
1.4e Conduct focus groups to expand support to first time AP/Honors students and implement the following year.	-Administrator -Equity Team	-PLC Time	Fall 2023
1.4f Use student performance data at least once per semester to analyze and refine course offerings and programs, providing all students equitable access to rigorous, supportive, and relevant educational opportunities.	-PLC Course Teams	-PLC Time	Ongoing
1.5a Staff development regarding culturally-responsive pedagogy, anti-racism.	-Leadership Team -Equity Team	-PLC Time	Fall 2023
1.5b Train EL teachers on secondary GLAD (Guided Language Acquisition Instruction) strategies for ELL.	-EL Coordinator -PLC FCs	-PLC Time	Fall 2023
1.5c Train core teachers on secondary GLAD (Guided Language Acquisition Instruction) strategies for ELL.	-EL Coordinator -PLC FCs	-PLC Time	Fall 2024

Area of Academic Need #2: Balance of High Expectations to Maintain Mental Health and Well-Being

Improvement Area #2: Implementation of Social-emotional learning (SEL) strategies, updated instructional practices, and parent education workshops to help the school community balance the high expectations of school performance with student well-being to ensure a healthy school environment for students. Implementation of standards based grading and embedded honors classes as well as the reinforcement of strategies to promote well-being will expose students to methods that will help them achieve balance.

Rationale: After a review of profile and survey data, there is a need to expand the plan to support and encourage a balance of the high academic expectations and mental health and well-being to ensure a safe and healthy environment. Based on the 2022 Healthy Kids Survey, 44% of NHS freshmen and 52% of NHS juniors responded “not at all true” or “a little true” to the statement: “I expect more good things to happen to me than bad.” Furthermore, as reported in the 2022 School Climate Survey, 42% of the students strongly agree/agree that “[t]he stress I feel is generally low” and 70% of the students reported that they strongly agree/agree that “teachers make an effort to connect to me.”

Impact on Student Learning: A more well-balanced student who understands the importance of maintaining mental health and well-being will be able to focus on his/her/their work, understand the learning process, establish relationships with others, and engage in activities that reflect their true interests. Students will learn skills and healthy habits that will help them grow as individuals beyond high school.

ESLRs: Reflective Individuals, Effective Communicators, Complex Thinkers

Steps (in no particular order at this time)	Person(s) Responsible	Resources Needed	Timeline
2.1a Revitalize Challenge Success Team and Message.	-Administration -Counselors` -PTSA -Equity Team (Challenge Success)	-Student Programs -PTSA -Staff Development -Challenge Success Survey	Fall 2022 - Ongoing
2.1b Update Challenge Success Workshops with New Data.	-Equity Team (Challenge Success) -Administration -Counselors -PTSA	-Stress Reduction Presentation -Well Balanced Student Night	Fall 2023

2.1c Revise and Disseminate Time Management Tool Through Counseling and Advisement Conferences (Attach to Requestors).	-Counselors -Administration -Leadership Team -Equity Team (Challenge Success)	-Time Management Tool -TA Renewal Day -Student Advisement -Spring/Fall Conferences	Spring 2023
2.1d Challenge Success Athletics Leadership Team (CSALT) and Athletics will identify barriers and develop an action plan.	-Administration -Athletics Directors -Parent Community -Staff	-Quarterly meetings	2023-24
2.1e Revitalize THRIVE (Challenge Success student group) to Partner with ASB and CSALT.	-Equity Team (Challenge Success) -Activities Director -Staff	-Advisor support	Fall 2023 - Ongoing
2.1f Work with PTSA to Provide Parent Workshops.	-Administration -PTSA -Parent Community	-PTSA	Fall 2023
2.1g Increase outreach to feeder schools to share and promote Challenge Success program.	-Equity Team (Challenge Success) -Administration -PTSA	-Communicate articulation with feeder administrators	Spring 2024 - Ongoing
2.2a Establish Professional Development designed to promote relationship building and belonging.	-Administration -Equity Team -Leadership Team	-Staff Development	Fall 2022 - Ongoing
2.2b Review structure of Advisement and tutorial to increase effectiveness of relationships and interventions.	-Leadership Team -Counselors -Equity Team (MTSS)	-TA Renewal Day -Student Advisement -Spring/Fall Conferences	Fall 2023 - Ongoing

2.3a Review student recognition programs to highlight student balance.	-Administration -Equity Team (MTSS/PBIS) -ASB	-Leadership Team -Student Forum -Principal's Council -SSC -PTSA	Spring 2023 - Ongoing
2.3b Increase T-Wolf Thank Yous to 50% of Student Body (Increase 10% yearly).	-Equity Team (MTSS/PBIS) -Staff -Administration	-Staff/Department meeting	Spring 2023 - Ongoing
2.3c Review and Revise end of the year recognition ceremonies (Charter Oaks, Pride of the Pack, Distinguished Timberwolves).	-Administration -Equity Team (MTSS) -Leadership Team -Activities Director	-Leadership Team -Student Forum -Principal's Council -SSC -PTSA	Spring 2023
2.4a Revive and expand State of the Student (SOS) Committee (additional parents, staff, community members).	-Administration -Activities Director -ASB -PTSA	-State of the Student Committee	2022-Ongoing
2.4b Develop year-long plan for State of the Student designed to promote and reinforce theme.	-Administration -SOS Committee -Activities Director -ASB -PTSA -Leadership Team	-State of the Student Committee -NTV -ASB	2023-Ongoing

Area of Academic Need #3: Collaborative Approach to Increase Parent and Student Engagement

Improvement Area #3: Identify barriers to engagement and establish a collaborative approach that allows parents and students to participate authentically in the school community and classroom. Working with all stakeholders will foster respect and cultural awareness within the school community.

Rationale: In the 20-21 Equal Opportunity Schools survey, only 46% of staff agreed that “Teachers and parents think of each other as partners in educating their children.” Furthermore, 62% of staff agreed that “Staff at this school work hard to build trusting relationships with parents.” School connectedness also decreases for students from ninth to eleventh grade as 73% of the ninth graders stated their connection to school was “pretty much true” or “very much true” in comparison to 66% of the eleventh graders. In addition, 64% of the ninth grade students “agree” or “strongly agree” that there is “Promotion of parent involvement in school” in comparison to 57% of the eleventh grade students (21-22 Healthy Kids Survey). Finally, English Learner Advisory Committee (ELAC) only averages 10 members yet 5.9% of the student body is designated English Learner, 16.33% are designated Initial Fluent English Proficient (IFEP), and 24.77% are designated reclassified Fluent English Proficient (RFEP). The Covid-19 pandemic contributed to high absenteeism and tardies which continued despite a return to in-person instruction. The 21-22 school year saw a total of 5,819 cuts and 22,676 tardies (excused and unexcused combined).

Impact on Student Learning: By helping families feel welcome and supported, parents will be more likely to work with the school to support their children’s education, improving student attendance, academics, well-being and balance.

ESLRs: Complex Thinkers, Effective Communicators, Reflective Individuals, and Community-minded Individuals

Steps (in no particular order at this time)	Person(s) Responsible	Resources Needed	Timeline
3.1a Create demographic focus groups for the under-represented students and parents (LGBTQ+, Black/African American, Hispanic/Latino, socioeconomically disadvantaged, Special Education, and EL).	-Administration -Leadership team	-Parent meeting -IUSD Community Liaison	Spring 2023
3.1b Explore formalizing parent and/or student cultural groups.	-Administration -PTSA	-Parent meeting -IUSD Community Liaison	Spring 2024

3.1c Host forum with all representatives to create community and address issues.	-Student Forum	-Parent meeting -IUSD Community Liaison	2024-25
3.1d Create an event/campaign for community education with a focus on creating an inclusive community.	-Student Forum -Focus Groups	-Parent meeting -IUSD Community Liaison -ASB & Clubs	2025+
3.2 ASB will bring awareness to different cultures and student groups with a goal of creating a cultural council composed of students and parents in the future.	-Activities Director -Administration	-ASB -NTV	2022-23
3.3a Community-wide re-introduction to core values and “for the good of the pack” motto with a specific tie to inclusion.	-Leadership team -All staff	-Student Forum -Marketing material	2022-23
3.3b Develop branding committee/team and solicit feedback from Student Forum representatives.	-Administration -Activities Director	-Student Forum -ASB	2022-23
3.3c Clarify spectator expectations and develop signage for athletics.	-CSALT -Athletics Directors -Administration	-CSALT meeting	2022-23
3.3d Teach appropriate behavior to spectators.	-CSALT -Athletics Directors -Coaches	-Meetings w/ CSALT, Captains Council -NTV & Social Media --Spirit Shirts	2023-24
3.3e Staff-wide commitment to teaching core values at classroom-level.	-Leadership team -All staff	-Staff development -Posters	2023-24
3.3f Re-brand campus with core values logo (classrooms, common spaces, etc.).	-Activities Director -Branding committee	-Marketing materials	2023-24

3.4a Formalize “New to Northwood” enrollment process and orientation.	-Counselors -Administrator over counseling -Link Crew staff	-Admin & counseling meeting -Link Crew -Language Ambassadors -Advisor Support	2022-23
3.4b. Implement and refine new student enrollment process.	-Counselors	-Admin & counseling meeting -Link Crew -Language Ambassadors -Advisor Support	2023-24
3.5a Improve communication to all parents in their home language by determining more/different ways to reach out to parents and increase translations of school policies and procedures.	-Principal/Administrator -EL Coordinator -Counselors	-Language Minority Center Translators	Spring 2023
3.5b Revive ELAC to be an effective way to gather and disseminate information to EL parents.	-Principal/Administrator -EL Coordinator -Counselors	-Language Minority Center Translators	Spring 2023-Ongoing
3.6a Create and promote common messaging surrounding expectations including attendance by sharing high expectations extended to tardiness and explicitly reviewing expectations from the beginning of the school year.	-Administration -All staff	-Staff development -Attendance team	Fall 2022
3.6 a. Teachers identify plans for tardies and cell phone pockets.	-Equity Team	-Staff development	2022-23
3.6 b. Create a focus group to review tardy/cell phone data and create a schoolwide plan.	-Equity Team	-Staff development -Task Force	2023-24

3.7a Increase face-to-face time with parents by hosting two “Coffee with the Principal” events.	-Principal	–Coffee –Principal	2022-23
3.7b Host quarterly “Coffee with the Principal” events.	-Principal	–Coffee –Principal	2023-24
3.8 Revitalize Principal’s Council and Student Forum as a way to strengthen student voice.	-Principal -Activities Director	–NTV –Meeting time –Food for participants	2022-23
3.9a Review of current parent programs provided by IUSD, PTSA, and NHS (content, time of day, duration, frequency, sponsor, virtual vs. in-person, etc.) to determine efficacy.	-Counselors -PTSA	-Counseling Team Meeting	2022-23
3.9b Create a task force to review the effectiveness of parent programs.	-Administration -Counselors	–PTSA –SSC –Counseling & administrative team	2023-24
3.9c. Recommit to programs based on parent feedback and implement a schoolwide plan.	-Counselors -PTSA -Administration	-Community volunteers	2024-25
3.10a Provide opportunities for parents to engage with staff by rebranding and revamping Back to School Night to “Meet the Pack” with an Open House.	-Administration	–Parking Support –Staff planning time	Fall 2022
3.10b. Partner with PTSA to host a Homecoming Fall Festival.	-PTSA -Administration	–Custodial support –PTSA –Staff planning	Fall 2022
3.11 Professional Development on how teachers can engage with parents.	-Equity Team	–Staff development	Spring 2023