

John W. North High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	John W. North High School
Street	1550 Third St.
City, State, Zip	Riverside, CA 92507-3404
Phone Number	(951) 788-7311 x63201
Principal	Dr. Pamela Mshana
E-mail Address	pmshana@rusd.k12.ca.us
Web Site	www.jwnorth.org
CDS Code	33-67215-3334406

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

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

John W. North High School is a comprehensive high school in RUSD and is named after the founder of the City of Riverside and the Riverside Unified School District. John W. North was built in 1965 and is one of five comprehensive high school in the Riverside Unified School District. Additionally, the Riverside district has one continuation school and one Alternative Education Center. At this time, approximately 72.2% of students are Hispanic, 12.1% are African American and White (non-Hispanic) enrollment is approximately 9.4%. The remaining 6.3% of the population is diverse with regards to ethnicity. Currently, John W. North is comprised of the following: 595 freshmen, 604 sophomores, 557 juniors, and 474 seniors. During the 2015/2016 school year, 75.02% of our students qualified for the free and reduced lunch program. John W. North is recognized by staff and community for its family atmosphere and is made up of just over 2300 students, 110 certificated staff members, and 53 classified staff. The school creates a safe school environment which promotes the well-being of all of students. The student body represents 36 different birth countries, from Australia to Vietnam, and 26 different home languages, from Arabic to Vietnamese.

The school and student government (United Student League) have made an investment in creating engaging environments for our students by upgrading various locations around campus with murals that reflect and instill school pride. The school staff is committed to carrying on the "Tradition of Excellence." As a result, John W. North has adopted two Local Control and Accountability Plan goals: Goal 1; Increase the quality and rigor of core curriculum and instruction and Goal 2; Increase the percentage of students who graduate college and career ready.

The school is hard-wired for high speed internet, network connections and has its own server. This wireless infrastructure was upgraded during the summer of 2016 providing an opportunity for North High School students to begin the implementation of Personalized Learning. The school has 15 Google Chrome Book Carts for teachers and students to utilize on campus. Personalized learning includes five elements: Individualized Learning Plans, Flexible Learning Environment, Learner Profiles, Mastery Based Progression and Socially Engaged Contributors. The school library combines the use of books and computers for recreational and research needs of students. There are currently over 15,000 books to choose from in the library. Electronic libraries are available for students to access information they may not otherwise find because of the limitation of the school of the school library. In addition to student use the library is used by teachers and has hosted regional teacher collaboration workshops. Perhaps the most consistent use of the library at present is a classroom computer lab. The library features - student workstations which are available for class sign-up and they are in continuous use. John W. North High School continues to work to develop a site technology plan which will address ongoing training in the use of technology in the classroom, a replacement cycle and system for computers, and the installation of Interactive LCD Projectors for classrooms.

The school's International Baccalaureate Diploma Program has a global perspective and works to develop skills identified in the IB Learner Profile. The school implemented the IB program in the late 1980s and has been authorized to award the IB Diploma and certificates since 1990. There are presently 11 International Baccalaureate classes, 15 Advanced Placement classes, and 10 honors classes on campus. The school has been working to implement the IB Middle Years Program. The MYP went through authorization visit in the beginning of the 2014-15 school year. MYP is an IB program that is not limited to the top students, but that will be offered across the curriculum to all 9th and 10th grade students. The emphasis of this program is to foster a global perspective, with an additional emphasis on promoting positive character traits and helping students connect their learning to five "areas of interaction." These areas of interaction are approaches to learning, community and service, health and social education, environments, and human ingenuity.

John W. North's AVID program has consistently grown to encompass more students and currently offers eighteen elective classes taught by nine teachers and a part-time coordinator and is the second-largest program in RUSD. These elective/support classes reinforce study skills, provide tutorial assistance, and motivate students through college tours and guest speakers. In addition, our AVID students are strongly encouraged to enroll in AP/IB courses and receive support for the rigor of the classes through their AVID tutors. During the 2012-13 school year North's AVID program was recognized as an AVID Demonstration School for its outstanding success, continued growth, and school wide implementation of AVID strategies. Presently North is going through its Re-Authorization to maintain its AVID Demonstration School recognition. Additionally, North is supporting students wishing to participate in AVID and simultaneously complete the IB Diploma.

John W. North also provides support to students via one of three academy programs funded by competitive application to the California State Department of Education (CDE). Over 300 students participate in one of our academies: Education and Human Services Academy, Law and Protective Services Academy, and Global Business Information and Technology Academy offer career training, college preparation, and cross-curricular support to students in grades ten through twelve. In partnership with the school district, community agencies and businesses, academy teachers provide real-world experience, relevant curriculum, career path guidance, and on-going mentoring to their students. Each academy shares a common model: a team of teachers who monitor students; integrated curriculum; guest speakers/mentors; internships; and academic or career-related study tours. Grade Point Average (GPA) and graduation rate data show that all of our academy students match or exceed their peers' performances in these areas.

Mission Statement

John W. North High School is a diverse community which strives to develop compassionate life-long learners who are college and career ready and will make a positive impact in a global society.

John W. North High School will work towards following the Local Control Accountability Plan (LCAP) goals: increase the quality and rigor of core curriculum and instruction and Increase the percentage of students who graduate college and career ready.

Vision Statement

John W. North's vision is to promote strong ethics and respect while preparing students for personal, social and academic success. John W. North High School has created an environment focused on student achievement through high expectations of a challenging standards-based curriculum, communication among all stakeholders, safe and secure facility, and most of all by connecting students to school through various learning and co-curricular opportunities. Our vision is driven by the integrity and strength of the staff. Although challenging times, it is through the collective effort of every individual on staff that fosters the high academic expectations of students. Everyday, staff and students demonstrate their commitment to high academic expectations.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

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

Grade Level	Number of Students
Grade 9	612
Grade 10	620
Grade 11	539
Grade 12	503
Total Enrollment	2,274

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.3
Asian	3.6
Filipino	1
Hispanic or Latino	71.1
Native Hawaiian or Pacific Islander	0.4
White	10.6
Two or More Races	1.4
Socioeconomically Disadvantaged	77.7
English Learners	11.6
Students with Disabilities	9.8
Foster Youth	0.3

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

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	96	96	97	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.2	6.8
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

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

Year and month in which data were collected: 12/09/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected in 12/09/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (Adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (Adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (Adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 5 Holt, Rinehart and Winston: Essentials of American Literature; English Literature and Composition Grade 12 (Adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 6 Holt, Rinehart and Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Read 180, Scholastic (adopted 2010)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness</p> <p>Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1</p> <p>Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry</p> <p>Algebra 2 / Algebra 2 Honors with Trigonometry (adopted 2008) Holt, Rinehart and Winston: California Algebra 2</p> <p>Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Pre-Calculus-Mathematics for Calculus (adopted in 2008)</p> <p>CengagePersonal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications</p> <p>Financial Algebra (adopted in 2016)</p>	Yes	0%
Science	<p>Holt Rinehart and Winston: Earth Science, California (adopted in 2007)</p> <p>Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007)</p> <p>Pearson-Benjamin Cummings: Essentials of Human Anatomy and Physiology; Eighth Ed.(adopted in 2007)</p> <p>Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007)</p> <p>Foundations of Physics; CPO Science (adopted in 2007)</p> <p>2nd Edition Chemistry for IB Diploma (adopted in 2016)</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>World History, Cultures and Geography, Grade 10 (Adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell</p> <p>United States History and Geography, Grade 11 (Adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell</p> <p>American Government, Grade 12 (Adopted in 2006) McGruder's American Government: California Edition: Prentice Hall</p> <p>Economics, Grade 12 (Adopted in 2006): Economics: Principles and Practices: Glencoe-McGraw-Hill</p>	Yes	0%
Foreign Language	<p>Spanish III Honors (adopted in 1998) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 3</p> <p>Spanish for Spanish Speakers II (adopted in 1999) Heinley and Heinley: Sendas Literaries I Heinley and Heinley: Sendas Literaries II Learning American Sign Language 1 and 2 (adopted in 2016)</p>	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Standards-based theater, instrumental and vocal music, and visual art as electives.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1965

Last Modernized: 2013

Lot Size: 43 Acres

64 Permanent Classrooms

28 Portable Classrooms

Completely Air Conditioned

Lecture Hall

Theater

Multipurpose Room

6 Computer Labs

Gymnasium

Kitchen

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. North High School completed their school site inspection on 03/02/17

North has a plant supervisor plus 7 full-time custodial staff who, along with other district personnel, maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 1321

Labor Hours = 5845.26

Assessed Value of Work = \$255784.22

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 3/2/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			204: 1. Replace faucet on front sink, it's been repaired several times. 205: 1. Repair all sinks and turn off gas not in use. 401: 1. Sink loose to wall. 2. Water leaking on floor. 402: 1. Sink plugged. 2. Two faucets leaking. 3. Drinking fountain on triple sink sticking. 4. Stainless steel drinking fountain needs to be adjusted. 404: 1. Replace lights as needed. Boy's restroom: 1. Repair broken vent. 1. Loose faucet. 3. Toilet leaking at base (last stall). Women's restroom: 1. Loose faucet on one sink.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 3/2/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces			X	<p>153: 1. Patch and paint hole in wall.</p> <p>206: 1. Front door doesn't close, needs repaired.</p> <p>324(A): 1. Lens cover and frame missing.</p> <p>326: 1. Lens cover and frame missing.</p> <p>347: 1. Ceiling tile stained. 2. Holes in wall by clock.</p> <p>349: 1. Holes in wall by projector. 2. Carpet ripped apart at the seam. 3. Ceiling tile stained.</p> <p>351: 1. Ceiling tiles stained and broken. 2. Old cove base and carpet needs to be replaced. 3. Holes in wall by projector</p> <p>352: 1. Flouresent lights are missing plastic covers. 2. Ceiling tiles are stained. 3. Cove base missing.</p> <p>353: 1. Ceiling tiles are stained and falling down.</p> <p>400: 1. Needs paint. 2. Replace burned out lights as needed. 3. Sink very dirty.</p> <p>405: 1. Two light covers missing. 2. Stained ceiling tiles. 3. East wall near floor needs repaired (moisture damage). 4. Lens covers full of dead bees.</p> <p>502: 1. Counter top is coming up.</p> <p>703: 1. Replace lamps. Loose lenses. 2. Stained carpet. 3. Stained ceiling tiles.</p> <p>709: 1. Exterior door sticks. 2. Ballast out, lens missing, Kelvin ratings do not match. 3. Cover plate missing. 4. Stained ceiling tiles.</p> <p>820: 1. Exterior (scratched glass, needs paint under handicap sign, ramp leading to door is deteriorating). 2. Replace ceiling tiles as needed. 3. Replace ballast. 4. Missing cover plate. 5. Carpet stained. 6. Broken baseboard/tackboard.</p> <p>821: 1. Replace ceiling tiles. 2. Replace ballast. 3. Replace broken plates. 4. Cords across walkway. 5. Patch and paint by door, paint door and ramp also. 6. Carpet dirty and stained. 7. Paint plywood closure between portables.</p> <p>824: 1. Need exterior paint on ramp and door. 2. Broken cover plates. 3. Holes in tack board, expansion joint trim missing. 4. Baseboard needs attention. 5. Ceiling tiles stained and bowed. 6. Stained carpet. 7. Smells like skunk.</p> <p>825: 1. Plywood on wheelchair ramp in poor shape. 2. Paint exterior door. 3. Replace ballast, lens covers and ceiling tiles. 4. Bad repair job on back wall tackboard, stains on walls.</p> <p>827: 1. Paint exterior and interior door. 2. Powerpack connected to switch. 3. Ballast out. 4. Stained white board. 5. Stained ceiling tiles. 6. Broken outlet, missing plate. 7. Exterior door stop broken.</p> <p>828: 1. Paint handrail and supports. 2. Several missing plate screws. 3. Patch small holes and rips in walls. 4. Replace damaged ceiling tiles. 5. Tripping hazard on ramp. 6. Scratches on window.</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 3/2/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				830: 1. Hole in exterior ramp. 2. Missing cover plates. 3. Repair carpet where it's pulling up. 4. Replace ballast and lens cover. 5. Bad ceiling tiles throughout. 6. Door return arm bent, loose/missing screws, rubs on strike side hard to open, no door stop. 831: 1. Patch/paint exterior. 2. Loose hand rail by door. 3. Replace ceiling tiles. 4. Replace ballast. 5. Clean carpet. 6. Missing cover plate screws. 841: 1. Half of lights not turning on with switch. 2. Stained carpet. 3. Patch and paint exterior. 4. Replace damaged ceiling tiles. 5. Stained tack board entry wall. 842: 1. Exterior patch and paint, including ramp. 2. Door latch hangs up on strike side. 3. Replace ballast/lamps. 4. Carpet stained. 843: 1. Exterior patch and paint, including ramp. 2. Broken window. 3. Replace lamps. 4. Floor stained. 5. Replace ceiling tile. 6. Missing baseboard. 7. Torn tackboard southwest wall. 844: 1. Exterior patch and paint. 2. Door jamb loose on hinge side. 3. Replace lamps and tighten loose lens. 4. Loose ceiling tiles popped up not sealed. 5. Carpet stained. 845: 1. Exterior patch and paint. 2. Rodent screen missing. 3. Replace ballast/lamps. 4. Carpet stained. 5. Replace damaged ceiling tiles. 846: 1. Patch and paint hole on exterior above door. 2. Lights not switched properly on occ sensor. 3. Blank plate by door. 4. Ceiling tiles need replaced. 5. Stained carpet. 6. Base moulding missing. 7. Needs yard maintenance between portables. Attendance and Discipline office: 1. Carpet is ripped and needs cleaning. 2. Holes in the walls. 3. Ceiling tile stained. Boy's restroom (pool area): 1. Base tile by sinks broken. Room 342: 1. Paint peeling on walls. Teacher's lounge: 1. Replace ceiling tile. 2. Counter top is coming up. Theater: 1. South wall needs patch and paint. 2. Front lobby light is out.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 3/2/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	203: 1. Projector wire moulding loose on wall near white board. 222: 1. Communication wire cover missing and there is gum in one receptacle outlet. 2. Outside wall between 221 and 222 there is a receptacle outlet with a missing cover. 321: 1. Light frame missing. 2. AV jack coming off the wall. 345: 1. Lights outside of classroom not working. 840: 1. Half of lights not coming on. 2. Door hangs up on ramp. 3. Replace ceiling tiles. 4. Center line and portable joint not flat. 841: 1. Half of lights not turning on with switch. 2. Stained carpet. 3. Patch and paint exterior. 4. Replace damaged ceiling tiles. 5. Stained tack board entry wall.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 3/2/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>821: 1. Replace ceiling tiles. 2. Replace ballast. 3. Replace broken plates. 4. Cords across walkway. 5. Patch and paint by door, paint door and ramp also. 6. Carpet dirty and stained. 7. Paint plywood closure between portables.</p> <p>824: 1. Need exterior paint on ramp and door. 2. Broken cover plates. 3. Holes in tack board, expansion joint trim missing. 4. Baseboard needs attention. 5. Ceiling tiles stained and bowed. 6. Stained carpet. 7. Smells like skunk.</p> <p>825: 1. Plywood on wheelchair ramp in poor shape. 2. Paint exterior door. 3. Replace ballast, lens covers and ceiling tiles. 4. Bad repair job on back wall tackboard, stains on walls.</p> <p>826: 1. Exterior paint/patch holes in walls. 2. Replace stained ceiling tiles, missing lens. 3. Possible roof leaks.</p> <p>827: 1. Paint exterior and interior door. 2. Powerpack connected to switch. 3. Ballast out. 4. Stained white board. 5. Stained ceiling tiles. 6. Broken outlet, missing plate. 7. Exterior door stop broken.</p> <p>828: 1. Paint handrail and supports. 2. Several missing plate screws. 3. Patch small holes and rips in walls. 4. Replace damaged ceiling tiles. 5. Tripping hazard on ramp. 6. Scratches on window.</p> <p>829: 1. Patch and paint exterior and all transitions between portables. 2. Replace ballast. 3. Replace ceiling tiles.</p> <p>830: 1. Hole in exterior ramp. 2. Missing cover plates. 3. Repair carpet where it's pulling up. 4. Replace ballast and lens cover. 5. Bad ceiling tiles throughout. 6. Door return arm bent, loose/missing screws, rubs on strike side hard to open, no door stop.</p> <p>831: 1. Patch/paint exterior. 2. Loose hand rail by door. 3. Replace ceiling tiles. 4. Replace ballast. 5. Clean carpet. 6. Missing cover plate screws.</p> <p>840: 1. Half of lights not coming on. 2. Door hangs up on ramp. 3. Replace ceiling tiles. 4. Center line and portable joint not flat.</p> <p>841: 1. Half of lights not turning on with switch. 2. Stained carpet. 3. Patch and paint exterior. 4. Replace damaged ceiling tiles. 5. Stained tack board entry wall.</p> <p>842: 1. Exterior patch and paint, including ramp. 2. Door latch hangs up on strike side. 3. Replace ballast/lamps. 4. Carpet stained.</p> <p>843: 1. Exterior patch and paint, including ramp. 2. Broken window. 3. Replace lamps. 4. Floor stained. 5. Replace ceiling tile. 6. Missing baseboard. 7. Torn tackboard southwest wall.</p>

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 3/2/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				844: 1. Exterior patch and paint. 2. Door jamb loose on hinge side. 3. Replace lamps and tighten loose lens. 4. Loose ceiling tiles popped up not sealed. 5. Carpet stained. 845: 1. Exterior patch and paint. 2. Rodent screen missing. 3. Replace ballast/lamps. 4. Carpet stained. 5. Replace damaged ceiling tiles. 846: 1. Patch and paint hole on exterior above door. 2. Lights not switched properly on occ sensor. 3. Blank plate by door. 4. Ceiling tiles need replaced. 5. Stained carpet. 6. Base moulding missing. 7. Needs yard maintenance between portables.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/2/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	53	53	44	48	44	48
Mathematics	24	24	33	35	34	36

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	513	499	97.3	52.7
Male	11	244	234	95.9	46.1
Female	11	269	265	98.5	58.5
Black or African American	11	62	61	98.4	50.8
Asian	11	23	22	95.7	95.5
Hispanic or Latino	11	355	344	96.9	46.8
White	11	53	53	100.0	69.8
Socioeconomically Disadvantaged	11	381	370	97.1	46.0
English Learners	11	49	44	89.8	4.5
Students with Disabilities	11	51	49	96.1	6.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	513	501	97.7	23.8
Male	11	244	236	96.7	26.8
Female	11	269	265	98.5	21.1
Black or African American	11	62	61	98.4	19.7
Asian	11	23	22	95.7	81.8
Hispanic or Latino	11	355	346	97.5	17.1
White	11	53	53	100.0	43.4
Socioeconomically Disadvantaged	11	381	372	97.6	17.3
English Learners	11	49	47	95.9	
Students with Disabilities	11	51	49	96.1	2.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	35	30	60	58	54	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	617	597	96.8	29.8
Male	319	306	95.9	33.0
Female	298	291	97.7	26.5
Black or African American	67	67	100.0	28.4
Asian	20	20	100.0	55.0
Hispanic or Latino	457	439	96.1	25.1
White	52	50	96.2	62.0
Socioeconomically Disadvantaged	510	493	96.7	25.2
English Learners	84	77	91.7	2.6
Students with Disabilities	56	49	87.5	14.3

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

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

Career Technical Education Programs (School Year 2015-16)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has several State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number ROP programs. Each program has a sequence of courses that provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction. RUSD works closely with the Riverside County Office of Education (RCOE) who offers advance career technical options through their Regional Occupation Program (ROP).

The CTE Participation table below indicates participation level and completer graduation rate for the district's CTE programs.
California Partnership Academies

1. Education and Human Services Academy
 2. Global Business Information and Technology Academy
 3. Health and Biosciences Academy
 4. Law and Protective Services Academy
 5. Media and the Arts Academy
- Career Technical Education Pathways

6. CISCO Networking
7. Engineering and Design
8. Game Design
9. Graphic Design
10. Microsoft IT Academy
11. Music Technology
12. Video Production
13. Web Design

ROP Programs

14. Health – Patient Care
15. Health – Sports Medicine
16. Hospitality – Culinary
17. Marketing – Retail Sales
18. Media – TV/Video Production

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	586
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.21
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	43.6

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22	21.3	37.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Many parental groups are involved in a collaborative process to create, monitor, and evaluate North's programs. North's parents are invited to participate in School Site Council (SSC), the English Learner Advisory Committee (ELAC), Parent Teacher Student Association (PTSA), Parent Institute for Quality Education (PIQE), as well as various booster organizations across campus. These groups meet regularly to approve and monitor the school's goals and to provide suggestions and insights for school and/or program growth and development. The staff at North High School communicates information to parents on the school's web page, social networks such as Facebook and Twitter, through mailers, the school's marquee, parent phone calls, and conferences. The staff communicates specific and relevant information to parents at 9th Grade Start Night and Student/Parent Orientation, Back-to-School Night, Parent Teacher Conferences, College and Career Night, Financial Aid Night, Cash for College (FAFSA application workshops), Husky Pride Night, Academy Parent Nights, Academy Steering Committee Meetings, IB Parent Nights, and AVID Parent Nights. During the 2016 - 2017 school year, John W. North High School has created a parent resource center. North is encouraging parents to come on campus and be present to support their student's academic success. The parent involvement contact for this school is Dr. Pamela Mshana, Principal, and can be contacted at 951-788-7311 extension 63201.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.90	4.40	4.00	8.00	6.50	4.90	11.40	11.50	10.70
Graduation Rate	95.02	92.44	93.99	85.46	87.15	89.39	80.44	80.95	82.27

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

Group	Graduating Class of 2015		
	School	District	State
All Students	94	89	86
Black or African American	92	85	78
American Indian or Alaska Native	100	80	78
Asian	100	98	93
Filipino	90	97	93
Hispanic or Latino	97	88	83
Native Hawaiian/Pacific Islander	100	95	85
White	85	90	91
Two or More Races	75	84	89
Socioeconomically Disadvantaged	67	68	66
English Learners	59	63	54
Students with Disabilities	98	89	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.5	8.5	7.7	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.9	1.1	0.5	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	37	10	52	26	33	18	45	29	18	13	52
Mathematics	30	14	11	51	29	16	17	45	30	13	13	50
Science	30	11	9	43	30	11	7	47	31	8	16	41
Social Science	30	15	12	50	30	11	16	45	30	11	15	43

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1.8	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,164	\$1,009	\$6,155	\$81,063
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	17.6	-1.0
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	8.4	6.9

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

Types of Services Funded (Fiscal Year 2015-16)

John W. North High School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$320,346 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$449,196 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All courses	15	1.3

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The curriculum and textbooks at North High School are aligned to the Common Core State Standards for California Public Schools and are defined in the district's Courses of Study. Professional staff development activities are a priority for schools in the Riverside Unified School District. The district provides numerous opportunities for staff development to teachers and other school personnel to develop new skills and to improve existing skills and knowledge. Some of these opportunities include content area training for Math and English Language Arts (ELA) to implement the new Common Core Standards adopted by the California State Department of Education. Riverside Unified School District is also provided concentrated professional development for teachers on Academic English Learners (AEL's) from Dr. Kate Kinsella and Response to Intervention which is overseen by Dr. Holmes.

During the 2014-2015 school year, teachers will have opportunities to attend conferences and seminars outside the district to develop knowledge and improve instructional strategies. Teachers meet weekly in subject matter and/or grade level teams to discuss pacing, common assessments, instructional practices, and student achievement and checking for understanding. Many staff members participated in activities and trainings provided by the school, the district, or through special projects that focus on individual students' needs. North's administration has created a schedule to provide meaningful professional development related to subject matter content in order to provide rigor and relevance for teachers in their content. During the 2014-2015 school year teachers will receive professional development in Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies to implement the CCSS, Depth of Knowledge (DOK) training, and Data Teams. In addition, the implementation of the Bring Your Own Device (BYOD) initiative has identified an area of needed professional development. Training on Haiku, Promethean Boards, Dropbox and other software programs will be offered in the Spring for teachers to strengthen technology skills. North's administration participates in frequent Classroom Walk Throughs using an online Walk-Through program called Classroom Mosaic. This program allows for analysis of data from the classroom visits. Classroom Walk Throughs provide numerous opportunities to observe and monitor the implementation of effective instructional strategies and the professional development provided to teachers. The Administrative team also participates in various Professional Development opportunities provided by the Association of California School Administrators (ACSA), Riverside Unified School District, AVID, The Lead and Learn Center as well as Texas Instruments.

During the 2015-2016 school year, teachers will have opportunities to attend conferences and seminars outside the district to develop knowledge and improve instructional strategies. Teachers meet weekly in subject matter and/or grade level teams to discuss pacing, common assessments, instructional practices, and student achievement and checking for understanding. Many staff members participated in activities and trainings provided by the school, the district, or through special projects that focus on individual students' needs. North's administration has created a schedule to provide meaningful professional development related to subject matter content in order to provide rigor and relevance for teachers in their content. During the 2014-2015 school year teachers will receive professional development in Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies to implement the CCSS, Depth of Knowledge (DOK) training, and Data Teams. During the 2015-2016 school year, a focus on AVID WICOR strategies was continued as well as onsite professional development from our Teacher on Special Assignment who serves as an instructional coach for all content areas. Teachers were afforded time to attend content area conferences such as the California Math Conference in Palm Springs and California Science Teachers conference in Sacramento. In addition, the implementation of the Bring Your Own Device (BYOD) initiative and the addition of Chromebooks for students use and laptops being provided for teachers has identified an area of needed professional development. Training on Google Docs, Haiku, Promethean Boards, Dropbox and other software programs will be offered year round for teachers to strengthen technology skills.

North's administration participates in frequent Classroom Walk Throughs using an online observation program called Classroom Mosaic. This program allows for analysis of data from the classroom visits. Classroom Walk Throughs provide numerous opportunities to observe and monitor the implementation of effective instructional strategies and the professional development provided to teachers. The Administrative team also participates in various Professional Development opportunities provided by the Association of California School Administrators (ACSA), Riverside Unified School District, AVID, The Lead and Learn Center as well as Texas Instruments.

In 2016-17, John W. North High School staff has engaged in professional development with content area instructional specialists to work on the Cycle of Inquiry. Teachers are working in their Professional Learning Communities to identify areas for improvement, creating SMART goals, and collecting data to inform decision making to increase student learning and achievement. Teachers at John W. North are consistently working to integrate the use of more technology into the classroom such as the use of Chromebooks with Google Docs and the assessment tools with student devices. Professional Development topics included:

19. Mandated Reporter Training
20. Aeries Web Training for Teachers
21. Individualized Education Plan / 504 Training for teachers
22. Content Area Pull Out Days with Instructional Specialists to focus on standards and assessments to complete the Cycle of Inquiry
23. Chromebook and Google Docs

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.