

John W. North High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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	Benjamin Nakamura
E-mail Address	bnakamura@rusd.k12.ca.us
Web Site	north.riversideunified.org
CDS Code	33-67215-3334406

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

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

John W. North High School is a comprehensive high school serving grades 9-12 in the Riverside Unified School District (RUSD) and is named after the founder of the City of Riverside. John W. North was built in 1965 and is one of five comprehensive high schools in RUSD. Approximately 71% of our students are Hispanic, 11% are African American, 9% are White (non-Hispanic), 3% Asian and the remaining 6% are two or more races or not reported. Our enrollment is approximately 2,290 students. 77% of our students qualify for the National School Lunch Program. John W. North is recognized by staff and community for its family atmosphere and as a community school. The school creates a safe school environment which promotes the well-being of all of students. The student body represents 31 different birth countries, from Australia to Vietnam, and 24 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."

John W. North'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, 17 Advanced Placement classes, and 10 honors classes on campus. John W. North has been an IB Middle Years Program school starting in 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 16 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 and our AVID program is recognized as an AVID Demonstration School for its outstanding success, continued growth, and school wide implementation of AVID strategies. n. Additionally, North is supporting students wishing to participate in AVID and simultaneously complete the IB Diploma program.

John W. North also provides support to students via one of three California Partnership Academies 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 10 through 12. 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 programs of international education and rigorous assessment.

These programs 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 2017-18)

Grade Level	Number of Students
Grade 9	625
Grade 10	596
Grade 11	564
Grade 12	509
Total Enrollment	2,294

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	0.2
Asian	3.4
Filipino	0.7
Hispanic or Latino	71.4
Native Hawaiian or Pacific Islander	0.4
White	9.4
Socioeconomically Disadvantaged	80.2
English Learners	13.2
Students with Disabilities	10.8
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	97	100	98	1903
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

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

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

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

Year and month in which data were collected: 10/02/18

The table displays information collected in 10/02/18 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

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 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (Adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (Adopted 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (Adopted 2007) Holt Literature and Language Arts, Course 6 Holt, Rinehart & Winston: Essentials of British and World literature Expository Reading and Writing (Adopted 2007) CSU Task Force on Expository Reading and Writing:(Adopted 2009) Scholastic: Read 180, Scholastic (Adopted 2010) CA StudySyn Grades 7-12 (Adopted 2017)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (Adopted 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (Adopted 2008) Holt, Rinehart & Winston: California Algebra 1 Geometry (Adopted 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (Adopted 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (Adopted 2008) Precalculus-Mathematics for Calculus (Adopted 2008) Cengage Personal Finance, Grade 12 (Adopted 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (Adopted 2016) Agile Mind Educational Holdings, Inc (Adopted 2018) Open Up Resources/Illustrative (Adopted 2018) CPM Educational Program/Core Connections (Adopted 2018)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Rinehart and Winston: Earth Science, California (Adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (Adopted 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed. (Adopted 2007) Addison Wesley/Prentice Hall: Chemistry, California (Adopted 2007) Foundations of Physics; CPO Science (Adopted 2007) 2nd Edition Chemistry for IB Diploma (Adopted 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (Adopted 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (Adopted 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (Adopted 2006) McGruder's American Government: California Edition: Prentice Hall Economics, Grade 12 (Adopted 2006) Economics: Principles and Practices: Glencoe-McGraw-Hill	Yes	0%
Foreign Language	Spanish III Honors (Adopted 1998) Spanish for Spanish Speakers II (Adopted 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (Adopted 2016)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	N/A	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.

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.

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

of Work Orders = 1096
 Labor Hours = 3964.8
 Assessed Value of Work = \$176364.95

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	151:00:00 152:00:00 153:00:00 154: Need new carpet 220: Needs new carpet 221: Needs new carpet 222: Needs new carpet 226: Needs new carpet 227: Needs new carpet 228: Needs new carpet 243: Needs new carpet 322: Bad carpet 324: Needs new carpet, loose door threshold 324A: Missing door threshold, needs new carpet 324B: Bad carpet, room needs to be painted 325: Missing door threshold, needs new carpet 344: Room needs painting 345: Work room missing ceiling tile 401D: One light out, carpet needs repair 501: Needs new carpet 700: Broken ceiling tiles 705: Broken ceiling tiles Gym Boys Restroom: Grafitti P348: Broken ceiling tiles P349: Need new ramp, needs new carpet, exterior paint P828: Torn wall surface
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	400: 3 lights out 404: Missing ADA threshold at door, 2 ballasts out 706: Roof leak, comm wires stuck through ceilig tiles, took out exit sign P824: Broken outlet cover plates P825: Missing light diffuser P826: Roof leaks, missing light diffuser P830: Ballast out P843: 2 light fixtures out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200 Wing Girls Restroom: Feminine dispenser empty, one toilet not flushing, no latches on both ADA stalls Exterior 700 Building: Drinking fountain not draining
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	100 Building 2nd Floor: Needs to be re-epoxied 200: Roof leak 204: Roof leak in storage room 240: Roof leak 320: Door threshold loose, roof leak & bad ceiling tiles 321: Door threshold loose, roof leak in storeroom 340: Roof leak, stained ceiling tiles 500 Build 2nd Floor Deck: Needs new epoxy 706: Roof leak, comm wires stuck through ceiling tiles, took out exit sign 711: Roof leaks Main Office: Roof leak MPR: Roof leaks P347: Roof leak P349: Need new ramp, needs new carpet, exterior paint P351: Need new ramp P352: Need new ramp P820: Roof leak P826: Roof leaks, missing light diffuser
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P232: Broken windows on front side

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/19/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	41.0	37.0	47.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	26.0	19.0	34.0	35.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	520	512	98.46	37.11
Male	244	239	97.95	30.13
Female	276	273	98.91	43.22
Black or African American	54	52	96.30	38.46
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	63.16
Filipino	--	--	--	--
Hispanic or Latino	374	369	98.66	33.60
White	55	54	98.18	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	415	408	98.31	32.84
English Learners	86	81	94.19	4.94
Students with Disabilities	60	58	96.67	8.62
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	520	515	99.04	19.22
Male	244	242	99.18	18.6
Female	276	273	98.91	19.78
Black or African American	54	53	98.15	7.55
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	42.11
Filipino	--	--	--	--
Hispanic or Latino	374	371	99.2	16.44
White	55	54	98.18	29.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	415	411	99.04	14.84
English Learners	86	83	96.51	1.2
Students with Disabilities	60	58	96.67	3.45
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

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

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

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

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 advanced career technical options through their Regional Occupation Program (ROP). The CTE Participation table below indicates participation level and completion graduation rate for the district's CTE programs.

California Partnership Academy:

- Education and Human Services Academy
- Global Business and Information Technology Academy
- Law and Protective Services Academy

ROP Programs:

- Sports Medicine

Data for North:

- a. Number of pupils participating in CTE - 566
- b. % of pupils completing a CTE program and earning a high school diploma – 100%
- c. % of CTE courses sequenced or articulated between the school/institutions of postsecondary education – 15%

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	566
% 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	15

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	49.1

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.4	20.3	28.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Many parental groups are involved in a collaborative process to create, monitor, and evaluate John W. North's programs. John W. 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), Coffee With The Principal 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 Student/Parent Orientation, 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. John W. North High School also has 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 Mr. Benjamin Nakamura, Principal, and he can be contacted at 951-788-7311 extension 63201.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	4.0	4.0	3.2	4.9	5.3	4.8	10.7	9.7	9.1
Graduation Rate	94.0	93.8	94.5	89.4	89.3	91.0	82.3	83.8	82.7

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

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

Group	Graduating Class of 2017		
	School	District	State
All Students	93.1	89.0	88.7
Black or African American	96.8	91.5	82.2
American Indian or Alaska Native	100.0	83.3	82.8
Asian	100.0	93.9	94.9
Filipino	87.5	100.0	93.5
Hispanic or Latino	92.4	86.5	86.5
Native Hawaiian/Pacific Islander	100.0	94.1	88.6
White	91.3	92.7	92.1
Two or More Races	83.3	88.9	91.2
Socioeconomically Disadvantaged	92.5	87.1	88.6
English Learners	68.3	56.3	56.7
Students with Disabilities	71.7	69.9	67.1
Foster Youth	0.0	50.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.7	3.7	4.9	4.0	3.6	3.8	3.7	3.7	3.5
Expulsions	0.5	0.6	0.5	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	19	11	52	26.0	26	27	34	25.0	36	23	36
Mathematics	29.0	17	11	49	28.0	17	18	43	28.0	22	17	44
Science	29.0	11	15	40	30.0	11	16	36	29.0	16	11	39
Social Science	30.0	12	15	43	27.0	18	24	34	28.0	17	18	39

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.2	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	2	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,681	1,540	7,141	77,054
District	N/A	N/A	6,354	\$92,123
Percent Difference: School Site and District	N/A	N/A	11.7	-17.8
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	0.2	-4.7

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

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

Types of Services Funded (Fiscal Year 2017-18)

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

\$ 312,933.00 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

\$ 628,587.00 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,697	\$47,903
Mid-Range Teacher Salary	\$86,573	\$74,481
Highest Teacher Salary	\$113,222	\$98,269
Average Principal Salary (Elementary)	\$130,439	\$123,495
Average Principal Salary (Middle)	\$139,392	\$129,482
Average Principal Salary (High)	\$149,103	\$142,414
Superintendent Salary	\$295,694	\$271,429
Percent of Budget for Teacher Salaries	38.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	7	N/A
Social Science	7	N/A
All courses	27	20.5

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)

During the 2016-17 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 2017-18, 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:

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

In 2018-19, John W. North High School certificated and classified staff will participate in professional development and professional growth opportunities in order to improve instruction. Certificated staff will have at least 5 days of professional development with District content area instructional specialists, staff developers and conference attendance. Classified staff will participate in at least 2 days of professional development provided by both the District and the school site.