

# **John W. North High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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 x63200
Principal	Jodi Gonzales
Email Address	jlgonzales@riversideunified.org
Website	north.riversideunified.org
County-District-School (CDS) Code	33-67215-3334406

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@riversideunified.org
Website	riversideunified.org

### School Description and Mission Statement (School Year 2020-2021)

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 72% 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 2,245 students. 78% 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 environment which promotes the well-being of all students. The student body represents 27 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'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. Our AVID program is recognized as an AVID Demonstration School for its outstanding success, continued growth, and school wide implementation of AVID strategies. 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 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 who are 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 2019-2020)**

Grade Level	Number of Students
Grade 9	593
Grade 10	576
Grade 11	566
Grade 12	519
Total Enrollment	2,254

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	10.3
American Indian or Alaska Native	0.4
Asian	3.3
Filipino	1.1
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.7
White	8.8
Two or More Races	2
Socioeconomically Disadvantaged	77.8
English Learners	13.7
Students with Disabilities	8.6
Foster Youth	0.2
Homeless	3.4

**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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	98	89	91	1811
Without Full Credential	1	2	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	3	2	43

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments*	0	4	2
Vacant Teacher Positions	0	0	2

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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** 10/01/20

The table displays information collected in 10/02/2020 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Education StudySync Grades 9-12 (adopted 2016) Norton Reader (English Language & Composition supplement) Grade 11 Perrine's Literature Anthology AP (English Language & Composition supplement) Grade 12 Expository Reading and Writing Grade 12 (adopted 2009) Scholastic: Read 180, System 44 (adopted 2010) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12 Structured English (RUSD created Intervention)	Yes	0%
<b>Mathematics</b>	College Preparatory Mathematics Integrated Math I Grades 9-12 (adopted 2018) College Preparatory Mathematics Integrated Math II Grades 9-12 (adopted 2018) College Preparatory Mathematics Integrated Math III Grades 10-12 (adopted 2018) Cengage Learning Pre-Calculus Grades 9-12 (adopted 2008) McDougall Littell Calculus of a Single Variable AB/BC AP Grades 11-12 (adopted 2008) Houghton Mifflin Calculus with Analytical Geometry Grades 11-12 (Poly only) Prentice Hall Statistics- Modeling the World Grades 10-12 (adopted 2008) Haese Publications Mathematics for the International Student HL/SL IB Grades 10-12 (adopted 2006) Cengage Learning Advanced Algebra with Financial Applications Grade 11-12 (adopted 2018) Glencoe/McGraw Hill Mathematics With Business Applications Grades 10-12 (adopted 2004) Educational Holdings, Inc Agile Mind Grades 9-12 (Supplemental) (adopted 2018) Fundamentals of Java AP Computer Science	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Glencoe/McGraw Hill Biology Grade 9 (adopted 2007)</p> <p>Pearson/Benjamin Cummings AP Biology Grades 10-12 (adopted 2016)</p> <p>AGS Publishing AGS Biology Grades 9-12 (EOC only)</p> <p>AGS Publishing AGS Earth Science Grades 9-12 (EOC only)</p> <p>Pearson Prentice Hall Chemistry Grades 10-12 (adopted 2007)</p> <p>Houghton Mifflin AP Chemistry Grades 11-12 (adopted 2007)</p> <p>Prentice Hall College Physics: A Strategic Approach Grades 11-12 (adopted 2019)</p> <p>Holt Rinehart Winston Earth Science Grades 9-12 (adopted 2009)</p> <p>Holt Rinehart Winston Environmental Science Grades 9-12 (adopted 2006)</p> <p>Cengage/National Geographic Living in the Environment AP Environmental Science (adopted 2015)</p> <p>Pearson Prentice Hall Earth: Introduction to Physical Geology Grades 11-12</p> <p>Pearson Prentice Hall Essentials of Human Anatomy &amp; Physiology Grades 10-12 (adopted 2006)</p> <p>Cengage Forensic Science Grades 10-12 (adopted 2016)</p> <p>McGraw Hill Marine Biology Grades 11-12 (adopted 2012)</p> <p>CPO Science Foundations of Physics Grades 11-12 (adopted 2004)</p> <p>2nd Edition Chemistry for IB Diploma (adopted 2016)</p> <p>The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted 2017)</p> <p>Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted 2017)</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Pearson African American Odyssey Grades 10-12 (adopted 2020) McDougall Littell Modern World History Grade 10 (adopted 2006) McDougal Littel American Pageant: A History of the Republic AP Grade 11 (adopted 2006) AGS Publications AGS World History (EOC only) AGS Publications AGS American History (EOC only) Pearson/Longman/Prentice Hall Government in America: People, Politics and Policy AP Grade 12 (adopted 2008) Thompson Wadsworth Western Civilization: Since 1300 Grade 11 (adopted 2006) McDougal-Littell The Americans: Reconstruction to the 21st Century; California Edition Grade 11 (adopted 2006) Prentice Hall McGruder's American Government: California Edition Grade 12 (adopted 2006) Pearson Prentice Hall Economics Principles in Action Grade 12 (adopted 2007) Pearson Addison Wesley Foundations of Economics AP Grade 12 (adopted 2007) National Textbook Psychology and You Grades 10-12 (adopted 2000) Worth Publishers Psychology AP Grades 11-12 (adopted 2004) Holt Rinehart & Winston Sociology Grades 10-12 (adopted 2003) Prentice Hall Historia Del Mundo Grade 9 DLI	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Holt, Rinehart & Winston: Allez Viens! French 1, 2 & 3 Grades 9-12 (adopted 2004) Holt, Rinehart & Winston: Ven Conmigo! Spanish Level 1, 2 & 3 Grades 9-12 (adopted 2004) Holt, Rinehart & Winston: Pre-AP Spanish Grades 9-12 (adopted 2009) Holt, Rinehart & Winston: Ven Conmigo! Nuevas Vistas Uno Grades 9-12 (adopted 2003) Holt, Rinehart & Winston: Ven Conmigo! Nuevas Vistas Dos Grades 9-12 (adopted 2003) Holt, Rinehart & Winston: Ven Conmigo! Nuevas Vistas Dos AP Grades 11-12 (adopted 2006) Prentice Hall L'Art de Lire; Le Recit AP (AP French) Grades 11-12 (King only) (adopted 2002) Better Chinese Ltd. Discovering Chinese 1, 2, 3 & 4 Grades 9-12 (adopted 2009) Better Chinese Ltd. Magical Tour of China 1, 2, 3 & 4 Grades 9-12 (adopted 2006) Pearson Reflexiones (AP Spanish Literature) Grades 11-12 (adopted 2013) Dawn Sign Press Signing Naturally Units 1-6 Grades 9-12 (adopted 2019) Dawn Sign Press Signing Naturally Units 7-12 Grades 9-12 (adopted 2019) Vista Higher Learning Temas (AP Spanish Language) Grades 9-12 (adopted 2020) Vista Higher Learning Themes (AP French Language) Grades 9-12 (adopted 2016) Longman Publishing Una Vez Mas AP Grades 11-12 (King only)	Yes	0%
<b>Visual and Performing Arts</b>	McGraw Hill Art Fundamentals: Theory and Practice Grades 9-12 (adopted 2005) Glencoe Art in Focus Grades 9-12 (adopted 2005) Glencoe McGraw Hill Arttalk Grades 9-12 (supplemental) Davis Publications Exploring Visual Design (adopted 2005) McGraw Hill Theatre in Action (adopted 2005) Davis Publications The Visual Experience (adopted 2005)	Yes	0%

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

## School Facility Conditions and Planned Improvements

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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

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/28/2020 - 12/04/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	NOR400-403 (Classroom): 2: Duct work is falling apart in classroom. (D) Vents are damaged or missing NOR700-702 (Classroom): 2: (D) Problems with the HVAC system exist Stat override button is broke.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	<p>NOR100-100C (Administration): 4: Plastic Laminate missing on countertop</p> <p>NOR100-151 (Classroom): 4: (D) Plaster or paint is damaged</p> <p>NOR100-154 (Classroom): 4: Missing Window Shades 7: (D) lighting fixture or bulbs are not working or missing</p> <p>NOR100-156 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>NOR100-157 (Administration): 4: (D) Ceiling tiles are stained 7: (D) lighting fixture or bulbs are not working or missing</p> <p>NOR200-220 (Classroom): 4: (D) Carpeting damaged or stained 7: (D) Unauthorized personal appliances 8: Men's R/R has a bold on the floor that is a tripping hazzard. Next toroom 220. Boys R/R has a missing soap dispenser and Vent missing.</p> <p>NOR200-224 (Classroom): 4: (D) Carpeting damaged or stained 7: (D) Unauthorized personal appliances 12: Old locker bay has brackets hanging off that could potentially cut a student</p> <p>NOR200-241 (Classroom): 4: (D) Ceiling tiles are stained patch and paint holes north wall</p> <p>NOR200-242 (Classroom): 4: (D) Ceiling tiles are stained</p> <p>NOR200-243 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose patch and paint holes at east wall</p> <p>NOR200-245 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose</p> <p>NOR200-246 (Classroom): 4: (D) Walls have damage from cracks, tears, holes or water damage at soffet</p> <p>NOR200-247 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose</p> <p>NOR300-324 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose</p> <p>NOR300-325 (Classroom): 4: (D) Walls have damage from cracks, tears, holes or water damage above marker boards</p> <p>NOR300-327A (Utility): 4: (D) Ceiling tiles missing, damaged or loose 6: (D) Evidence of cockroaches</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak  NOR300-327B (Utility):</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>6: (D) Evidence of cockroaches  NOR300-333B (Utility):</p> <p>4: (D) Ceiling tiles missing, damaged or loose  NOR300-334 (Utility):</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty</p> <p>12:</p> <p>(D) Holes in walls, floors, or ceilings  NOR300-335 (Utility):</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage</p> <p>5: (D) Horizontal surfaces are excessively dusty/dirty</p> <p>12:</p> <p>(D) Holes in walls, floors, or ceilings  NOR300-340 (Classroom):</p> <p>4: (D) Ceiling tiles are stained  NOR300-341 (Administration):</p> <p>4: (D) Carpeting damaged or stained  NOR300-347 (Classroom):</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>7: (D) Unauthorized personal appliances  NOR400-405 (Classroom):</p> <p>4: (D) Carpeting damaged or stained  NOR500-500 (Auditorium):</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage  carpet has tears in them in lobby</p> <p>7: light non-op in stage office  NOR500-503 (Classroom):</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage  NOR500-504 (Classroom):</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage  (D) Walls have damage from cracks, tears, holes or water damage  NOR500-504A (Classroom):</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage  NOR600-607 (Cafeteria):</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>7: (D) lighting fixture or bulbs are not working or missing  NOR700-701 (Classroom):</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage  NOR700-708 (Classroom):</p> <p>4: (D) Ceilings have damage from cracks, tears, holes, or water damage  NOR800-821 (Classroom):</p> <p>4: (D) Ceiling tiles are stained  (D) Ceilings have damage from cracks, tears, holes, or water damage  (D) Walls have damage from cracks, tears, holes or water damage</p> <p>7: (D) Lighting covers are missing, damaged, or loose  NOR800-822 (Classroom):</p> <p>4: (D) Ceiling tiles are stained  NOR800-823 (Classroom):</p> <p>4: (D) Ceiling tiles are stained  NOR800-824 (Classroom):</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage  NOR800-825 (Classroom):</p> <p>4: (D) Ceiling tiles are stained  (D) Ceilings have damage from cracks, tears, holes, or water damage  NOR800-826 (Classroom):</p> <p>4: STAINED TILES REAR OF THE CR  STAINED TILES ABOVE TEACHERS DESK  TACK BOARD PEELING UNDER WINDOW  STAINED TILES ABOVE PROJECTOR  STAINED TILES NEXT TO THE VENT</p> <p>7: REMOVE OLD PROJECTOR SCREEN  NOR800-828 (Classroom):</p> <p>4: PEELING TACK BOARD REAR OF CR  7 TORN INSULATION TILES</p> <p>7: REMOVE OLD PROJECTOR SCREEN  MISSING SINGLE GANG BLANK COVER NEXT TO ELECTRICAL PANEL  CLOCK IS STOPPED  NOR800-830 (Classroom):</p> <p>4: 4 INSULATION TILES NEED REPLACED  7: CRACKED RECEPTIOCAL COVER, IVORY PLASTIC SINGLE GANG</p> <p>NOR800-831 (Classroom):</p> <p>4: STAINED CARPET  NOR800-840 (Classroom):</p> <p>4: STAINED OLD CARPET  NOR800-841 (Classroom):</p> <p>4: STAINED OLD CARPET  TORN TACK BOARD NEXT TO EXTINGUISHER</p> <p>7: EXPOSED SECURITY TRANSFORMER WIRE</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>NOR800-842 (Classroom):  4: STAINED CARPET  7: REMOVE OLD SCREEN  CLOCK STOPPED  NOR800-843 (Classroom):  4: STAINED CARPET  1 RIPPED CEILING TILE  7: REMOVE OLD SCREEN  CLOCK STOPPED  NOR800-844 (Classroom):  4: STAINED CARPET  CEILING TILE MISSCUT  7: EXTENSION CORD RUNNING TO OLD T.V  CLOCK NOT MOUNTED CORRECTLY  NOR800-845 (Classroom):  4: (D) Carpeting damaged or stained  (D) Walls have damage from cracks, tears, holes or water damage  7: (D) lighting fixture or bulbs are not working or missing  NOR800-846 (Classroom):  4: (D) Carpeting damaged or stained  (D) Walls have damage from cracks, tears, holes or water damage</p>
<b>Cleanliness: Overall Cleanliness,  Pest/ Vermin Infestation</b>	<p>Good</p>	<p>NOR100-156A (Administration):  5: (D) Cluttered classroom or storerooms  NOR100-156B (Administration):  5: (D) Cluttered classroom or storerooms  NOR300-322 (Classroom):  6: (D) Evidence of cockroaches  NOR300-327 (Administration):  6: (D) Evidence of cockroaches  NOR300-327A (Utility):  4: (D) Ceiling tiles missing, damaged or loose  6: (D) Evidence of cockroaches  13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak  NOR300-327B (Utility):  4: (D) Ceiling tiles missing, damaged or loose  6: (D) Evidence of cockroaches  NOR300-328 (Restroom):  6: (D) Evidence of ants  NOR300-329 (Restroom):  6: (D) Evidence of ants  NOR300-331 (Restroom):  6: (D) Evidence of ants  NOR300-332 (Restroom):  6: (D) Evidence of ants  7: (D) Broken GFCI cover  15: (D) Broken room signage</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>NOR300-333A (Utility):  5: (D) Cluttered classroom or storerooms  NOR300-334 (Utility):  4: (D) Walls have damage from cracks, tears, holes or water damage  5: (D) Horizontal surfaces are excessively dusty/dirty  12:  (D) Holes in walls, floors, or ceilings  NOR300-335 (Utility):  4: (D) Walls have damage from cracks, tears, holes or water damage  5: (D) Horizontal surfaces are excessively dusty/dirty  12:  (D) Holes in walls, floors, or ceilings  NOR900-900KA (Utility):  5: (D) Flooring is excessively dirty/stained  (D) Cluttered classroom or storerooms  (D) Horizontal surfaces are excessively dusty/dirty  6: (D) Evidence of pest infestation  (D) Evidence of cockroaches  NOR900-903 (Utility):  5: (D) Flooring is excessively dirty/stained  (D) Horizontal surfaces are excessively dusty/dirty  6: (D) Evidence of cockroaches</p>
<b>Electrical: Electrical</b>	Fair	<p>NOR100-100A (Administration):  7: (D) lighting fixture or bulbs are not working or missing  NOR100-154 (Classroom):  4: Missing Window Shades  7: (D) lighting fixture or bulbs are not working or missing  NOR100-157 (Administration):  4: (D) Ceiling tiles are stained  7: (D) lighting fixture or bulbs are not working or missing  NOR100-158 (Administration):  7: (D) lighting fixture or bulbs are not working or missing  NOR200-220 (Classroom):  4: (D) Carpeting damaged or stained  7: (D) Unauthorized personal appliances  8: Men's R/R has a bold on the floor that is a tripping hazzard. Next toroom 220.  Boys R/R has a missing soap dispenser and Vent missing.  NOR200-221 (Classroom):</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>7: (D) Unauthorized personal appliances NOR200-222 (Classroom):</p> <p>7: (D) Unauthorized personal appliances NOR200-224 (Classroom):</p> <p>4: (D) Carpeting damaged or stained</p> <p>7: (D) Unauthorized personal appliances</p> <p>12: Old locker bay has brackets hanging off that could potentially cut a student NOR200-227 (Classroom):</p> <p>7: (D) Unauthorized personal appliances NOR200-228 (Classroom):</p> <p>7: Large conduit outside room 228 broken NOR200-229 (Classroom):</p> <p>7: (D) Unauthorized personal appliances</p> <p>8: Door lock broken NOR300-323 (Classroom):</p> <p>7: (D) Can lights are out NOR300-326 (Classroom):</p> <p>7: (D) Lighting covers are missing, damaged, or loose NOR300-332 (Restroom):</p> <p>6: (D) Evidence of ants</p> <p>7: (D) Broken GFCI cover</p> <p>15: (D) Broken room signage NOR300-347 (Classroom):</p> <p>4: (D) Ceiling tiles missing, damaged or loose</p> <p>7: (D) Unauthorized personal appliances NOR300-348 (Classroom):</p> <p>7: (D) Electrical panel blocked NOR300-349 (Classroom):</p> <p>7: (D) Electrical panel blocked NOR300-350 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing</p> <p>(D) Electrical outlet covers or light switch covers are damaged or missing NOR300-351 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing NOR300-352 (Classroom):</p> <p>7: (D) Unauthorized personal appliances NOR300-353 (Classroom):</p> <p>7: (D) Electrical panel blocked NOR300-354 (Classroom):</p> <p>7: (D) Electrical panel blocked NOR500-500 (Auditorium):</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage carpet has tears in them in lobby</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>7: light non-op in stage office  NOR600-607 (Cafeteria):  4: (D) Ceiling tiles missing, damaged or loose  7: (D) lighting fixture or bulbs are not working or missing  NOR700-706 (Classroom):  7: (D) Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines)  NOR700-709 (Classroom):  7: (D) Lighting covers are missing, damaged, or loose  NOR800-821 (Classroom):  4: (D) Ceiling tiles are stained  (D) Ceilings have damage from cracks, tears, holes, or water damage  (D) Walls have damage from cracks, tears, holes or water damage  7: (D) Lighting covers are missing, damaged, or loose  NOR800-826 (Classroom):  4: STAINED TILES REAR OF THE CR  STAINED TILES ABOVE TEACHERS DESK  TACK BOARD PEELING UNDER WINDOW  STAINED TILES ABOVE PROJECTOR  STAINED TILES NEXT TO THE VENT  7: REMOVE OLD PROJECTOR SCREEN  NOR800-828 (Classroom):  4: PEELING TACK BOARD REAR OF CR  7 TORN INSULATION TILES  7: REMOVE OLD PROJECTOR SCREEN  MISSING SINGLE GANG BLANK COVER NEXT TO ELECTRICAL PANEL  CLOCK IS STOPPED  NOR800-829 (Classroom):  7: BOWING ELECTRICAL LENS COVER  NOR800-830 (Classroom):  4: 4 INSULATION TILES NEED REPLACED  7: CRACKED RECEPTICAL COVER, IVORY PLASTIC SINGLE GANG   NOR800-841 (Classroom):  4: STAINED OLD CARPET  TORN TACK BOARD NEXT TO EXTINGUISHER  7: EXPOSED SECURITY TRANSFORMER WIRE  NOR800-842 (Classroom):  4: STAINED CARPET  7: REMOVE OLD SCREEN  CLOCK STOPPED  NOR800-843 (Classroom):  4: STAINED CARPET</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>1 RIPPED CEILING TILE  7: REMOVE OLD SCREEN  CLOCK STOPPED  NOR800-844 (Classroom):  4: STAINED CARPET  CEILING TILE MISSCUT  7: EXTENSION CORD RUNNING TO OLD T.V  CLOCK NOT MOUNTED CORRECTLY  NOR800-845 (Classroom):  4: (D) Carpeting damaged or stained  (D) Walls have damage from cracks, tears, holes or water damage  7: (D) lighting fixture or bulbs are not working or missing</p>
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	<p>NOR200-220 (Classroom):  4: (D) Carpeting damaged or stained  7: (D) Unauthorized personal appliances  8: Men's R/R has a bold on the floor that is a tripping hazzard. Next toroom 220.  Boys R/R has a missing soap dispenser and Vent missing.  NOR200-229 (Classroom):  7: (D) Unauthorized personal appliances  8: Door lock broken  NOR200-234 (Restroom):  8: Bolt on floor needs to be removed.  Tripping hazard.  NOR200-235 (Restroom):  8: Soap despenser missing. Vent missing (HVAC). There is also an wall access door that needs to be secured (Carpentry).</p>
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	<p>NOR200-224 (Classroom):  4: (D) Carpeting damaged or stained  7: (D) Unauthorized personal appliances  12: Old locker bay has brackets hanging off that could potentially cut a student  NOR300-327A (Utility):  4: (D) Ceiling tiles missing, damaged or loose  6: (D) Evidence of cockroaches  13: (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak  NOR300-334 (Utility):  4: (D) Walls have damage from cracks, tears, holes or water damage</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		5: (D) Horizontal surfaces are excessively dusty/dirty 12: (D) Holes in walls, floors, or ceilings NOR300-335 (Utility): 4: (D) Walls have damage from cracks, tears, holes or water damage 5: (D) Horizontal surfaces are excessively dusty/dirty 12: (D) Holes in walls, floors, or ceilings
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	Good	NOR200-204 (Classroom): 15: (D) Loose or sticky door locks and latches NOR200-238 (Restroom): 15: Entry door lock broken. NOR300-324A (Classroom): 15: (D) MISLABELED ROOM NOR300-332 (Restroom): 6: (D) Evidence of ants 7: (D) Broken GFCI cover 15: (D) Broken room signage
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	42	N/A	51	N/A	50	N/A
Mathematics (grades 3-8 and 11)	23	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	12	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Riverside Unified School District (RUSD) prepares students to succeed in real-world contexts through its career education pathways to develop critical thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. The district has 42 pathways - five State-funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of 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. CTE in RUSD allows us to create engaging experiences for our students to explore and develop their unique talents, interests and strengths. Our programs provide robust academic knowledge, technical competency, and professional skills so they can build a competitive advantage.

### CTE Advisory Committee:

Representative: Ron Weston, CTE Coordinator

Industries Represented: Engineering, Healthcare, Construction

### Business and Finance: Business Management

Global Business and Information Technology Academy - CPA

Business 100

Entrepreneurship and Small Business

Virtual Business Enterprise

### Education, Child Development, & Family Services: Child Development

Education and Human Services Academy - CPA

Educational Psychology

Introduction to Education

Development of Psychology of Adolescence

### Health Science and Medical Technology: Patient Care

Sports Medicine - ROP

RCOE Sports Medicine I

RCOE Sports Medicine Advanced

### Public Services: Public Safety

Law and Protective Services Academy - CPA)

Introduction to Law

Criminal Justice: Law Enforcement

RCOE Forensic Science & Crime Scene Investigation

RCOE Law Enforcement Principles and Practices

## Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	693
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	90.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.42
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	49.9

### 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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

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), Coffee With The Principal, Parent/Teacher Conferences as well as various booster and specialized programs and organizations (AVID, California Partnership Academies) across campus. Most of 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 Remind, 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 Family 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 Mrs. Jodi Gonzales, Principal, and she can be contacted at 951-788-7311 extension 63200.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	3.2	3.4	1	4.8	4.7	2.1	9.1	9.6	9
Graduation Rate	94.5	94.1	97.8	91	91.1	95.2	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.9	6.2	3.8	4.4	3.5	3.5
Expulsions	0.5	0.7	0.2	0.3	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.63	3.13	
Expulsions	0.23	0.18	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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 January 31 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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	25	36	23	36	26	28	18	43	28	22	23	39
Mathematics	28	22	17	44	28	23	13	44	29	18	10	49
Science	29	16	11	39	29	14	14	36	29	12	20	31
Social Science	28	17	18	39	29	15	15	39	28	16	15	32

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	460

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.9
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9382.26	1739.70	7642.55	94769.57
District	N/A	N/A	6736.52	\$95,171
Percent Difference - School Site and District	N/A	N/A	12.6	-0.4
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-1.4	13.2

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

## Types of Services Funded (Fiscal Year 2019-2020)

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

\$288,624 Local Control Funding Formula (LCFF): for increased or improved services, principally directed, for Low Income Students, English Learners, Homeless and Foster Youth for site goals and metrics in alignment with the RUSD Local Control Accountability Plan.

\$382,896 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,521	\$50,029
Mid-Range Teacher Salary	\$87,788	\$77,680
Highest Teacher Salary	\$114,812	\$102,143
Average Principal Salary (Elementary)	\$134,972	\$128,526
Average Principal Salary (Middle)	\$141,981	\$133,574
Average Principal Salary (High)	\$153,027	\$147,006
Superintendent Salary	\$303,086	\$284,736
Percent of Budget for Teacher Salaries	37.0	33.0
Percent of Budget for Administrative Salaries	6.0	5.0

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

## Advanced Placement (AP) Courses (School Year 2019-2020)

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	4	N/A
Mathematics	5	N/A
Science	7	N/A
Social Science	7	N/A
All courses	25	19.3

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	14	14

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 2018-19, 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 2019-20, 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 4 days of professional development during weekly PLCs, at least 4 days for conferences such as Excellence Through Equity and California Partnership Academies, and at least 3 days for Shared Leadership Teams (SLTs) with District content area instructional specialists, staff developers. Classified staff will participate in at least 1 day of professional development provided by both the District and the school site.

In 2020-21, 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 8 module days of professional development. Classified staff will participate in at least 3 modules of professional development provided by both the District. 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 instructional services 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 2019-20 and continuing in 2020-21 school year teachers will receive professional development in Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies to implement the CCS.s and NGSS standards.