John W. North High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page 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.
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.

2022-23 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 x63200
Principal	Jodi Gonzales
Email Address	jlgonzales@riversideunified.org
School Website	north.riversideunified.org
County-District-School (CDS) Code	33-67215-3334406

2022-23 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website Address	http://riversideunified.org/

2022-23 School Overview

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 74% of our students are Hispanic, 11% are African American, 9% are White (non-Hispanic), 3% Asian and the remaining 3% are two or more races or not reported. Our enrollment is approximately 2,150 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 its reputation as a community school. The school creates a safe environment which promotes the well-being of all students. The student body represents 22 different birth countries, from Australia to Vietnam, and many 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 13 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 14 elective classes taught by eight 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

2022-23 School Overview

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 these are 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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	582
Grade 10	640
Grade 11	515
Grade 12	490
Total Enrollment	2,227

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.6
American Indian or Alaska Native	0.5
Asian	2.8
Black or African American	9.9
Filipino	1.0

Hispanic or Latino	73.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	1.8
White	8.0
English Learners	15.1
Foster Youth	0.3
Homeless	3.1
Migrant	0.0
Socioeconomically Disadvantaged	87.1
Students with Disabilities	13.4

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.70	85.29	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.40	0.46	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	4.26	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	1.60	17.00	0.99	12115.80	4.41
Unknown	7.30	8.39	151.80	8.83	18854.30	6.86
Total Teaching Positions	87.60	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	71.20	82.91	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.16	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	5.27	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.20	4.89	38.00	2.21	11953.10	4.28
Unknown	4.90	5.74	127.00	7.37	15831.90	5.67
Total Teaching Positions	85.90	100.00	1723.70	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.40
Misassignments	3.70	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.70	4.50

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.80	4.20
Total Out-of-Field Teachers	1.40	4.20

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners	4.20	4.60

(a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.30	0.50

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 9/15/2022 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 currently 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)

Year and month in which the data were collected	09/15/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%
Mathematics	College Prepartory Mathematics Integrated Math I Grades 9-12 (Adopted 2018)	Yes	0%

	College Prepartory Mathematics Integrated Math II Grades 9-12 (Adopted 2018) College Prepartory 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) 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		
Science	Miller & Levine Experience Biology (Adopted 2020) Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Adopted 2021) Experience Chemistry, Vols. 1 & 2 (Adopted 2020) Chemistry, AP Edition, 10th Edition, Cengage Learning (Adopted 2021) Experience Physics - Savvas (Adopted 2022) Holt Rinehart Winston Earth Science Grades 9-12 (Adopted 2009) Living in the Environment AP Edition (18th edition, Cengage Learning) (Adopted 2015) Exploring Environmental Science for AP (Cengage Learning, G. Miller and Spoolman, S.) (Adopted 2021) Pearson Prentice Hall Earth: Introduction to Physical Geology Grades 11-12 Marieb: Essentials of Human Anatomy and Physiology, 13th Edition with Mastering A&P (Adopted 2022) Cengage Forensic Science Grades 10-12 (Adopted 2016) McGraw Hill Marine Biology Grades 11-12 (Adopted 2012) CPO Science Foundations of Physics Grades 11-12 (Adopted 2004) 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) Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Pearson Education 4th Ed. (Adopted 2019)	Yes	0%
History-Social Science	Pearson African American Odyssey Grades 10-12 (Adopted 2020) IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022) PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022) Presidential Election Update American Government: Stories of a Nation (Adopted 2022) Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022) IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022)	Yes	0%

	IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022) IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022) Krugman's Economics for the AP®Course (Adopted 2022) Prentice Hall® Psychology, 2nd Edition (Adopted 2022) Updated Myers' Psychology for the AP®Course (Adopted 2022) Sociology: A Down-to-Earth Approach 14th Edition, High School Edition (Adopted 2022) CA IMPACTO Grade 10 Spanish - World History, Culture, & Geography: The Modern World (Adopted 2022) CA IMPACTO Grade 11 - United States History & Geography: Continuity & Change (Adopted 2022) Newsela Social Science and Ethnic Studies Collections (Adopted 2022) Ethics: A Pluralistic Approach to Moral Theory		
Foreign Language	Cheng & Tsui - Go Far with Chinese 1, 2, 3 & 4 Grades 9-12 (Adopted 2021) Carnegie Learning - T'es Branche - French 1, 2 & 3 Grades 9-12 (Adopted 2021) Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 Grades 9-12 (Adopted 2021) Vista Higher Learning - Temas 2nd edition- Pre-AP Spanish Grades 9-12 (Adopted 2020) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 Grades 9-12 (Adopted 2021) 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 2021) Pearson Publishing Reflexiones: Intro A la Lit Hispanica - AP Spanish Literature (Adopted 2008)	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	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%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1965
Last Modernized: 2013
Lot Size: 43 Acres
64 Permanent Classrooms
28 Portable Classrooms
Air Conditioned
Lecture Hall
Theater
Multipurpose Room
6 Computer Labs
Gymnasium
Kitchen

Riverside Unified School District maintains both short and long-term 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 15 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).

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

Year and month of the most recent FIT report	08/23/2022 - 09/26/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NOR200-250 (Utility): 2: Water/condensation on the ground. NOR300-320 (Classroom): 2: Air conditioning in the afternoon will not turn off. Room can get a little chilly in the afternoon. 7: (D) Light fixture not working (possible ballast) NOR300-334 (Utility): 2: Big water leak coming through wall from room 335. It is an AC unit causing the issue. 7: This work order is for TS: Beeping sound coming from battery backup. NOR300-335 (Utility): 2: Large leak coming from air handler/AC unit. 5: Area cluttered with random stuff put in there. NOR900-906GA (Administration): 2: (D) Interior Temperatures are outside of normally accepted ranges.
Interior: Interior Surfaces		X		NOR100-100A (Administration): 4: (D) Carpeting is stained NOR100-100C (Administration): 4: (D) Cabinet Casework missing or broken Laminate NOR100-151 (Classroom): 4: Wall Damage: Patch and Paint (D) Carpeting is stained NOR100-153 (Classroom):

School Facility Conditions and Planned Improvements

4: (D) Carpeting is stained
NOR100-154 (Classroom):
4: (D) Carpeting is stained
NOR200-206 (Classroom):
4: (D) Ceiling tiles have holes or stains.
NOR200-223 (Classroom):
4: (D) Flooring is damaged. Tripping hazard
NOR200-224 (Classroom):
4: (D) Carpeting is damaged
NOR200-225 (Classroom):
4: Door block needs to be replaced
NOR200-226 (Classroom):
4: Window blinds are falling apart
NOR200-241 (Classroom):
4: (D) Ceiling tiles have holes or stains.
7: Lights have covers taped over them.
11: (D) Patch paint holes at white board
NOR200-245 (Classroom):
4: (D) Walls appear to have holes at white board.
NOR200-246 (Classroom):
4: Exterior room number not identified
NOR300-323 (Classroom):
4: Ceiling tile sagging by AC vent.
7: 1. Data plate coming off the wall.
2. Hole in the floor box brass ring.
3. One light is out.
NOR300-326 (Classroom):
4: Pealing and cracking paint along back wall.
NOR300-327 (Administration):
4: Ceiling tile pushed up.

Needs paint at entry.
NOR300-327A (Utility):
4: Busted ceiling tile.
NOR300-327B (Utility):
4: One ceiling tile not cut to proper size.

Partition door slider keeps falling down. Please see instructor.
NOR300-328 (Restroom):
4: No room numbering on exterior of restroom.
NOR300-329 (Restroom):
4: Missing/broken soap dispensers.
7: Need new GFCI and cover.
9: Two broken faucets.
One broken toilet.
NOR300-332 (Restroom):
4: Five missing or broken soap dispensers.

4 missing female sanitary waste receptacles.
15: Door is very difficult to open.
NOR300-333A (Utility):
4: (D) Evidence of water damage (Eg condensation dampness staining warping peeling mineral deposits etc).

Paint is pealing on bottom of interior wall adjacent to exterior wall.
5: Room is cluttered.

School Facility Conditions and Planned Improvements

One of the doors to the room are blocked.
NOR300-351 (Classroom):
4: Cove base coming off the walls
NOR300-353 (Classroom):
4: (D) Ceiling tiles have holes or stains.
7: (D) Unauthorized personal appliances
NOR600-605HA (Restroom):
4: (D) Walls appear to have hazards from tears and holes.
(small hole in dry wall where existing electrical was removed)
NOR600-606 (Utility):
4: (D) Walls appear to have hazards from tears and holes.
(several holes in drywall walls)
7: (D) Light fixture not working (possible ballast)
NOR800-822 (Classroom):
4: (D) Flooring is damaged
(Floor Molding missing)
(D) Walls appear to have hazards from tears and holes.
(wall trim coming off)
(D) Torn carpeting missing floor tiles and holes appear in the flooring.

7: (D) Light fixture not working (possible ballast)
(D) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access.
(wire hanging from ceiling)
10: (D) smoke detector covered
NOR800-823 (Classroom):
4: (D) Walls appear to have hazards from tears and holes.
(wall paper damaged)
7: (D) Light fixture not working (possible ballast)
(light bulbs out)
NOR800-826 (Classroom):
4: (D) Walls appear to have hazards from tears and holes.
NOR800-828 (Classroom):
4: (D) Walls appear to have hazards from tears and holes.

tac board peeling near front door
7: (D) Outlets access panels switch plates junction boxes and fixtures are NOT properly covered and secured from pupil access.

recep cover brocken
NOR800-829 (Classroom):
4: (D) Ceiling tiles have holes or stains.

near projector

bowed ceiling tile
7: (D) Outlets access panels switch plates junction boxes and fixtures are NOT properly covered and secured from pupil access.
broken recep cover plate

School Facility Conditions and Planned Improvements

				NOR800-831 (Classroom): 4: (D) Ceiling tiles have holes or stains. corner of room tiles do not fit properly NOR800-840 (Classroom): 4: (D) Carpeting is stained 7: (D) Light fixture not working (possible ballast) NOR800-842 (Classroom): 4: (D) Carpeting is stained (D) Flooring is damaged tile center of room needs replacing NOR800-843 (Classroom): 4: (D) Carpeting is stained (D) Flooring is damaged base board missing or falling off NOR800-844 (Classroom): 4: (D) Carpeting is stained (D) Carpeting is damaged (D) Torn carpeting missing floor tiles and holes appear in the flooring. tac board peeling nw corner NOR800-845 (Classroom): 4: (D) Ceiling tiles have holes or stains. 6: (D) There is evidence of a major pest or vermin infestation. (ants in Classroom) 7: (D) Light fixture not working (possible ballast) (D) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access. Data box hanging out 15: (D) Door closer needs adjustment (Door not closing) NOR800-846 (Classroom): 4: (D) Walls appear to have hazards from tears and holes. (D) Ceiling tiles are missing. (Loose ceiling tiles) 7: (D) Light fixture not working (possible ballast) 15: (D) Door closer needs adjustment
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	NOR200-207 (Utility): 5: (D) Area appears to be unclean with more than minimal dirt dust or buildup. NOR200-208 (Administration): 5: (D) Area appears to be unclean with more than minimal dirt dust or buildup. NOR200-209 (Utility): 5: (D) Area appears to be unclean with more than minimal dirt dust or buildup. NOR300-323A (Utility): 5: Room a little messy. NOR300-323B (Utility): 5: The room is a little messy. 7: 1 broken data plate. NOR300-333A (Utility):

			4: (D) Evidence of water damage (Eg condensation dampness staining warping peeling mineral deposits etc). Paint is pealing on bottom of interior wall adjacent to exterior wall. 5: Room is cluttered. One of the doors to the room are blocked. NOR300-335 (Utility): 2: Large leak coming from air handler/AC unit. 5: Area cluttered with random stuff put in there. NOR500-500 (Auditorium): 5: (D) Area appears to be unclean with more than minimal dirt dust or buildup. NOR500-501 (Classroom): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup. NOR500-510 (Corridor): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup. NOR500-513 (Corridor): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup. NOR600-601A (Administration): 5: (D) Area appears to be unclean with more than minimal dirt dust or buildup. (clutter covering Electrical panels) NOR800-827 (Classroom): 5: (D) Area appears to be unclean with more than minimal dirt dust or buildup. below window front of room 7: projector cover plate needs to be secured (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. NOR800-845 (Classroom): 4: (D) Ceiling tiles have holes or stains. 6: (D) There is evidence of a major pest or vermin infestation. (ants in Classroom) 7: (D) Light fixture not working (possible ballast) (D) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access. Data box hanging out 15: (D) Door closer needs adjustment (Door not closing)
Electrical		X	NOR200-220 (Classroom): 7: Light cover is coming off NOR200-240 (Classroom): 7: (D) Unauthorized personal appliances NOR200-241 (Classroom): 4: (D) Ceiling tiles have holes or stains. 7: Lights have covers taped over them.

School Facility Conditions and Planned Improvements

11: (D) Patch paint holes at white board
NOR200-242 (Classroom):
7: (D) Unauthorized personal appliances
NOR200-244 (Classroom):
7: (D) Unauthorized personal appliances
NOR200-247 (Classroom):
7: (D) Light fixture not working (possible ballast)
NOR200-248 (Administration):
7: (D) Unauthorized personal appliances
NOR300-320 (Classroom):
2: Air conditioning in the afternoon will not turn off.
Room can get a little chilly in the afternoon.
7: (D) Light fixture not working (possible ballast)
NOR300-323 (Classroom):
4: Ceiling tile sagging by AC vent.
7: 1. Data plate coming off the wall.
2. Hole in the floor box brass ring.
3. One light is out.
NOR300-323B (Utility):
5: The room is a little messy.

7: 1 broken data plate.
NOR300-324 (Classroom):
7: AV department: Projector HDMI cord is not working.

Elect department: Lens is lose in ceiling.
NOR300-329 (Restroom):
4: Missing/broken soap dispensers.
7: Need new GFCI and cover.
9: Two broken faucets.
One broken toilet.
NOR300-333 (Administration):
7: Lens cover is taped up.
NOR300-334 (Utility):
2: Big water leak coming through wall from room 335.
It is an AC unit causing the issue.
7: This work order is for TS: Beeping sound coming
from battery backup.
NOR300-350 (Classroom):
7: Electrical surge suppresors on ground.
NOR300-353 (Classroom):
4: (D) Ceiling tiles have holes or stains.
7: (D) Unauthorized personal appliances
NOR600-601B (Administration):
7: (D) Lighting does not appear to be adequate.
(Poor lighting)
(D) Outlets access panels switch plates junction boxes
and fixtures are NOT properly covered and secured
from pupil access.
(wire molding needed on Low voltage wiring)
NOR600-601D (Restroom):
7: (D) Outlets access panels switch plates junction
boxes and fixtures are NOT properly covered and
secured from pupil access.
(wire molding falling)
(phone box cover missing)
NOR600-604 (Locker Room):
7: (D) Light fixture not working (possible ballast)
(D) Lighting does not appear to be adequate.
(D) Lighting is flickering.

School Facility Conditions and Planned Improvements

9: (D) Water pressure is inadequate.
(low pressure on Drinking fountain)
(D) A Leak is evident.
(Several showers constantly leaking)
NOR600-604B (Administration):
7: (D) Outlets access panels switch plates junction boxes and fixtures are NOT properly covered and secured from pupil access.
(missing electrical cover on outlet in Ice room)
NOR600-604G (Administration):
7: (D) Light fixture not working (possible ballast)
NOR600-605 (Locker Room):
7: (D) Light fixture not working (possible ballast)
(D) Lighting is flickering.
(D) Lighting does not appear to be adequate.
9: (D) A Leak is evident.
(Several Showers are constantly leaking)
NOR600-605A (Utility):
7: (D) Lighting does not appear to be adequate.
(D) Lighting is flickering.
NOR600-605B (Utility):
7: (D) Light fixture not working (possible ballast)
NOR600-605E (Utility):
7: (D) Outlets access panels switch plates junction boxes and fixtures are NOT properly covered and secured from pupil access.
(exposed loose wiring)
15: (D) Doors are NOT intact.
NOR600-606 (Utility):
4: (D) Walls appear to have hazards from tears and holes.
(several holes in drywall walls)
7: (D) Light fixture not working (possible ballast)
NOR600-607 (Cafeteria):
7: (D) Electrical systems components and equipment appear NOT to be working properly. Fly fan may not be operating efficiently. See cafeteria specialist.
NOR800-822 (Classroom):
4: (D) Flooring is damaged
(Floor Molding missing)
(D) Walls appear to have hazards from tears and holes.
(wall trim coming off)
(D) Torn carpeting missing floor tiles and holes appear in the flooring.

7: (D) Light fixture not working (possible ballast)
(D) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access.
(wire hanging from ceiling)
10: (D) smoke detector covered
NOR800-823 (Classroom):
4: (D) Walls appear to have hazards from tears and holes.
(wall paper damaged)
7: (D) Light fixture not working (possible ballast)
(light bulbs out)
NOR800-825 (Classroom):
7: (D) Light fixture not working (possible ballast)

School Facility Conditions and Planned Improvements			
			NOR800-827 (Classroom): 5: (D) Area appears to be unclean with more than minimal dirt dust or buildup. below window front of room 7: projector cover plate needs to be secured (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. NOR800-828 (Classroom): 4: (D) Walls appear to have hazards from tears and holes. tac board peeling near front door 7: (D) Outlets access panels switch plates junction boxes and fixtures are NOT properly covered and secured from pupil access. recep cover brocken NOR800-829 (Classroom): 4: (D) Ceiling tiles have holes or stains. near projector bowed ceiling tile 7: (D) Outlets access panels switch plates junction boxes and fixtures are NOT properly covered and secured from pupil access. broken recep cover plate NOR800-840 (Classroom): 4: (D) Carpeting is stained 7: (D) Light fixture not working (possible ballast) NOR800-845 (Classroom): 4: (D) Ceiling tiles have holes or stains. 6: (D) There is evidence of a major pest or vermin infestation. (ants in Classroom) 7: (D) Light fixture not working (possible ballast) (D) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access. Data box hanging out 15: (D) Door closer needs adjustment (Door not closing) NOR800-846 (Classroom): 4: (D) Walls appear to have hazards from tears and holes. (D) Ceiling tiles are missing. (Loose ceiling tiles) 7: (D) Light fixture not working (possible ballast) 15: (D) Door closer needs adjustment
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		NOR200-203 (Classroom): 9: (D) A Leak is evident. NOR200-204 (Classroom): 9: (D) A Leak is evident. NOR300-329 (Restroom):

			4: Missing/broken soap dispensers. 7: Need new GFCI and cover. 9: Two broken faucets. One broken toilet. NOR600-600A (Utility): 9: (D) Drinking fountains are inaccessible. (drinking fountain missing cover plate) NOR600-602 (Restroom): 9: (D) A Leak is evident. (faucet not working properly) NOR600-604 (Locker Room): 7: (D) Light fixture not working (possible ballast) (D) Lighting does not appear to be adequate. (D) Lighting is flickering. 9: (D) Water pressure is inadequate. (low pressure on Drinking fountain) (D) A Leak is evident. (Several showers constantly leaking) NOR600-604F (Restroom): 9: (D) Water pressure is inadequate. (faucet loose) (Water Closet loose) NOR600-605 (Locker Room): 7: (D) Light fixture not working (possible ballast) (D) Lighting is flickering. (D) Lighting does not appear to be adequate. 9: (D) A Leak is evident. (Several Showers are constantly leaking) NOR600-605F (Restroom): 9: (D) Water pressure is inadequate. (Lavatory Loose) NOR600-605G (Administration): 9: (D) Water pressure is inadequate. (Lavatory not working) NOR700-710 (Classroom): 9: (D) A Leak is evident. One of the sinks is broken and needs to be repaired.
Safety: Fire Safety, Hazardous Materials	X		NOR200-241 (Classroom): 4: (D) Ceiling tiles have holes or stains. 7: Lights have covers taped over them. 11: (D) Patch paint holes at white board NOR800-822 (Classroom): 4: (D) Flooring is damaged (Floor Molding missing) (D) Walls appear to have hazards from tears and holes. (wall trim coming off) (D) Torn carpeting missing floor tiles and holes appear in the flooring. 7: (D) Light fixture not working (possible ballast) (D) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access. (wire hanging from ceiling) 10: (D) smoke detector covered
Structural: Structural Damage, Roofs	X		

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			NOR300-332 (Restroom): 4: Five missing or broken soap dispensers. 4 missing female sanitary waste receptacles. 15: Door is very difficult to open. NOR300-343B (Classroom): 15: (D) Doors are NOT intact. NOR600-604D (Utility): 15: (D) Doors are NOT intact. NOR600-605E (Utility): 7: (D) Outlets access panels switch plates junction boxes and fixtures are NOT properly covered and secured from pupil access. (exposed loose wiring) 15: (D) Doors are NOT intact. NOR800-845 (Classroom): 4: (D) Ceiling tiles have holes or stains. 6: (D) There is evidence of a major pest or vermin infestation. (ants in Classroom) 7: (D) Light fixture not working (possible ballast) (D) There are exposed electrical wires Electrical equipment is NOT properly covered and secured from pupil access. Data box hanging out 15: (D) Door closer needs adjustment (Door not closing) NOR800-846 (Classroom): 4: (D) Walls appear to have hazards from tears and holes. (D) Ceiling tiles are missing. (Loose ceiling tiles) 7: (D) Light fixture not working (possible ballast) 15: (D) Door closer needs adjustment

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	48	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	12	N/A	30	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	466	97.49	2.51	47.74
Female	239	236	98.74	1.26	54.04
Male	238	229	96.22	3.78	41.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	37	36	97.30	2.70	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	355	345	97.18	2.82	46.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	38.46

White	40	39	97.50	2.50	58.97
English Learners	75	73	97.33	2.67	6.85
Foster Youth	0	0	0.00	0.00	0.00
Homeless	19	19	100.00	0.00	26.32
Military	65	63	96.92	3.08	42.86
Socioeconomically Disadvantaged	403	395	98.01	1.99	45.18
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	62	59	95.16	4.84	6.78

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	479	466	97.29	2.71	12.26
Female	240	236	98.33	1.67	12.34
Male	238	229	96.22	3.78	11.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	37	35	94.59	5.41	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	356	346	97.19	2.81	8.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	12.00
White	40	39	97.50	2.50	25.64
English Learners	75	73	97.33	2.67	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	19	19	100.00	0.00	5.26
Military	65	63	96.92	3.08	14.29
Socioeconomically Disadvantaged	404	395	97.77	2.23	8.12
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00

| Students with Disabilities | 62 | 58 | 93.55 | 6.45 | 1.72 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.18	NT	26.85	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	910	894	98.24	1.76	20.18
Female	469	463	98.72	1.28	18
Male	439	429	97.72	2.28	22.61
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100	0	58.62
Black or African American	78	75	96.15	3.85	14.86
Filipino	--	--	--	--	--
Hispanic or Latino	667	655	98.2	1.8	15.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100	0	27.03
White	73	72	98.63	1.37	43.06
English Learners	131	128	97.71	2.29	1.56
Foster Youth	0	0	0	0	0
Homeless	37	34	91.89	8.11	8.82
Military	141	139	98.58	1.42	12.95
Socioeconomically Disadvantaged	767	753	98.17	1.83	15.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	110	103	93.64	6.36	3.92

2021-22 Career Technical Education Programs

Riverside Unified School District (RUSD) Career Technical Education believes all students should be Career Ready, Period! CTE programs provide students with opportunities to build their Competitive Advantage through Rigorous Academic Knowledge, Technical Mastery, and Professional Skills. Our programs prepare students to be engaged in their education, effectively communicate, work in teams, and solve problems. The district has 45 pathways in 26 distinct programs - five State-

2021-22 Career Technical Education Programs

funded California Partnership Academies, numerous grant-funded career technical pathways, as well as a number of ROP programs. Programs have a sequence of courses that provides students 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, passions and strengths. Our programs provide academic knowledge, technical competencies, and professional skills so students can build a competitive advantage.

CTE Advisory Committee:
Representative: Ron Weston, CTE Coordinator
Industries Represented: Arts, Media, & Entertainment; Building & Construction; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Public Services

Arlington
Arts, Media and Entertainment: Design, Visual and Media Arts
Applied Digital Media - CPA Name: Media and the Arts Academy
Digital Media Arts
Multimedia Arts
Advanced Digital Media Arts

Health Science and Medical Technology: Biotechnology
Biomedical Sciences (Project Lead the Way)
Principles of Biomedical Science
Human Body Systems
Medical Interventions
Biomedical Innovations

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Introduction to Medical Professions
RCOE Allied Health Occupations
RCOE Advanced Medical Assisting

Information and Communication Technologies: Games and Simulation
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

Information and Communication Technologies: Networking
Networking & Cybersecurity - ROP
RCOE Computer Operating Systems
RCOE Cybersecurity 1
RCOE Cybersecurity 2
King
Arts, Media and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production I
RCOE Digital Film Production II
RCOE Digital Film Production III

Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Business and Finance: International Business
International Business
Business Technology & 21st Century Skills

Engineering and Architecture: Architectural Design; Engineering Design; Engineering Technology
Architectural Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering

2021-22 Career Technical Education Programs

Civil Engineering and Architecture

Engineering Design (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Digital Electronics

Robotics & Engineering Systems (Project Lead the Way)
Introduction to Engineering Design
Principles of Engineering
Computer Integrated Manufacturing

Fashion and Interior Design: Fashion Design and Merchandising
Fashion Merchandising (ROP)
RCOE Retail Merchandising & Principles of Marketing
RCOE Retail Fashion Merchandising

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Sports Medicine I
RCOE Sports Medicine Advanced

Manufacturing and Product Development: Graphic Production Technologies
Graphic Design & Print Production
Digital Arts
Commercial Arts
Design for Digital Print

Marketing, Sales, and Services: Marketing/Professional Sales
Marketing
RCOE Retail Merchandising & Principles of Marketing
RCOE Sports Marketing Business

Professional Sales
RCOE Retail Merchandising & Principles of Marketing
RCOE Retail Sales and Marketing

North
Agriculture: Soil & Plant Science/Energy: Environmental Resources
Modern Environmental Sustainability Solutions (MESS)
Environmental Science - CTE

Business and Finance: Business Management
International Business - CPA Name: Global Business and Information Technology Academy
Business 100
Entrepreneurship and Small Business
Virtual Business Enterprise

Education, Child Development, & Family Services: Child Development
Child Development - CPA Name: Education and Human Services Academy
Educational Psychology
Introduction to Education
Development of Psychology of Adolescence

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Sports Medicine I
RCOE Sports Medicine Advanced
Public Services: Public Safety
Law & Public Services - CPA Name: Law and Protective Services Academy

2021-22 Career Technical Education Programs

Introduction to Law
Criminal Justice: Law Enforcement
RCOE Forensic Science & Crime Scene Investigation (ROP course)
RCOE Law Enforcement Principles and Practices (ROP course)

Poly
Arts, Media, and Entertainment: Design, Visual, and Media Arts
Applied Digital Media
Design for Digital Print I
Design for Digital Print II
Design for Digital Print III

Arts, Media, Entertainment: Performing Arts
Dance & Movement Applications
Dance Fundamentals
Performance Dance
Choreography

Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production
Digital Film Production I
Digital Film Production II
Broadcast Journalism

Music Technology & Audio Production
Music Technology I
Music Technology II
Music Technology III

Professional Photography
RCOE Digital Photography I
RCOE Digital Photography II

Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Health Science and Medical Technology: Patient Care
Sports Medicine & Injury Management (ROP)
RCOE Sports Medicine I
RCOE Sports Medicine Advanced

Hospitality, Tourism & Recreation: Food Service and Hospitality
Culinary Arts & Services (ROP)
RCOE Advanced Culinary Arts
RCOE Culinary Cafe

Information and Communication Technologies: Software and Systems Development
Web & App Development
Exploring Computer Science
Computer Game Programming
Mobile App Development

Ramona
Arts, Media, and Entertainment: Production and Managerial Arts
Film, TV & Video Production (ROP)
RCOE Digital Film Production I
RCOE Digital Film Production II
RCOE Digital Film Production III

2021-22 Career Technical Education Programs

Professional Photography (ROP)
RCOE Digital Photography I
RCOE Digital Photography II

Building and Construction Trades: Residential and Commercial Construction
Residential & Commercial Construction (ROP)
RCOE Construction Technology I
RCOE Construction Technology II
RCOE Green Construction Technology

Health Science and Medical Technology: Patient Care
Health Careers & Patient Care - CPA Name: Health Careers Academy
Introduction to Health Careers
First Responder
Medical Terminology (Honors)
Health Careers & Medical Wellness

Hospitality, Tourism and Recreation: Food Service and Hospitality
Culinary Arts & Services
Culinary Foundations I
Culinary Foundations II
Art of Food

Public Services: Emergency Response
EMT (ROP)
RCOE Emergency Medical Technician

EOC
Health Science and Medical Technology
Health Careers & Patient Care (ROP)
RCOE Medical Assisting Administrative

Health Careers & Patient Care (ROP)
RCOE Body Systems and Disorders
RCOE Allied Health Occupations
RCOE Advanced Medical Assisting

Lincoln
Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Introduction to Medical Professions
RCOE Allied Health Occupations
RCOE Advanced Medical Assisting

Transportation: Systems Diagnostics, Service and Repair
Automotive Technology (ROP)
RCOE Auto Maintenance & Light Repair 1
RCOE Auto Maintenance & Light Repair 2
RCOE Auto Maintenance & Light Repair 3

Riverside STEM Academy
Engineering and Architecture
Engineering Design
Introduction to Engineering Design
Principles of Engineering
Engineering Design A
Engineering Design and Development

Riverside Virtual School

2021-22 Career Technical Education Programs

Arts, Media and Entertainment: Production and Managerial Arts
Technical Theater & Live Event Production
Introduction to Technical Theater
Intermediate Technical Theater
Advanced Technical Theater

Business & Finance
International Business
Business Technology & 21st Century Skills

Hospitality, Tourism & Recreation
Culinary Arts & Services
Culinary Foundations I
Culinary Foundations II
Art of Food

Information Communication Technology
Game Design & Development
Game Design Principles
Digital Game Design
Video Game Development

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	730
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	96.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.48
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	61.79

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	70.9	69.5	69.0	69.5	62.0

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

John W. North provides the opportunities for parental groups to be 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/Teacher Conferences (Virtual Back To School Night for the 21-22 School Year) as well as various booster club and specialized programs and organizations (AVID, California Partnership Academies, Sports) 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, email/tet Google Classroom, social networks such as, InstaGram, 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 Freshman First Day, 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 Wellness Center that offers resources to parents and families. The parent involvement contact for this school is Mrs. Jodi Gonzales, Principal, and she can be contacted at 951-788-7311 extension 63201.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.3	3.3		2	3.2		8.9	7.8
Graduation Rate		96.3	94.7		95.2	94.1		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	450	426	94.7
Female	233	229	98.3
Male	216	196	90.7
American Indian or Alaska Native	--	--	--
Asian	20	20	100.0
Black or African American	43	41	95.3
Filipino	--	--	--
Hispanic or Latino	321	303	94.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	37	35	94.6
English Learners	71	61	85.9
Foster Youth	--	--	--
Homeless	26	19	73.1
Socioeconomically Disadvantaged	392	369	94.1
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	61	49	80.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2414	2327	415	17.8
Female	1166	1128	218	19.3
Male	1244	1195	194	16.2
American Indian or Alaska Native	15	13	2	15.4
Asian	68	64	6	9.4
Black or African American	241	230	44	19.1
Filipino	23	23	3	13.0
Hispanic or Latino	1785	1720	300	17.4
Native Hawaiian or Pacific Islander	17	17	3	17.6
Two or More Races	43	42	13	31.0
White	185	181	39	21.5
English Learners	387	375	77	20.5
Foster Youth	10	10	4	40.0

Homeless	107	91	26	28.6
Socioeconomically Disadvantaged	2100	2028	387	19.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	326	315	94	29.8

C. Engagement	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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.27	2.79	2.45
Expulsions	0.30	0.17	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.08	8.62	0.18	4.11	0.20	3.17
Expulsions	0.00	0.58	0.00	0.20	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.62	0.58
Female	7.46	0.51
Male	9.73	0.64
American Indian or Alaska Native	20.00	0.00
Asian	0.00	0.00
Black or African American	15.35	1.24
Filipino	0.00	0.00

Hispanic or Latino	7.96	0.56
Native Hawaiian or Pacific Islander	11.76	0.00
Two or More Races	20.93	0.00
White	7.57	0.54
English Learners	9.30	0.52
Foster Youth	0.00	0.00
Homeless	16.82	1.87
Socioeconomically Disadvantaged	9.29	0.62
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.26	0.61

2022-23 School Safety Plan

As mandated by the California Education Code 32280-32289.5, RUSD, each school develops, implements and maintains a Comprehensive School Safety Plan. The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive School Safety Plan. Beginning in 2022, the district provided each school with the Compliance Tool for School Safety Plans provided by the California Department of Education to aid developers in meeting all plan components required by law. Over time, and through collaboration with law enforcement and Fire Department Personnel, the Safety Plan is discussed with staff, evaluated, edited, reviewed, and 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. Drills for earthquakes, fire, lockdown, lockout, 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. In addition to site administrators, each site has a Campus Supervisor and is assigned a School Resource Officer, (SRO) organized by the High School Cluster. Each officer serves the elementary and middle schools that fed into that high school.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	22	23	39
Mathematics	29	18	10	49
Science	29	12	20	31
Social Science	28	16	15	32

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	283	2	
Mathematics	8	267		
Science	9	214		
Social Science	8	218		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	57	14	40
Mathematics	26	27	21	36
Science	22	35	11	31
Social Science	23	35	19	27

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	371.17

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,864.82	2,283.64	6,581.18	97,420.60
District	N/A	N/A	6594.44	$96,806
Percent Difference - School Site and District	N/A	N/A	-0.2	0.6
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-0.2	13.2

2021-22 Types of Services Funded

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

$1,689,176 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.
Please note, starting in this 2021-22 reporting year, the methodology used to report types of services funded has changed. More specifically, per CDE guidance, programs and services provided through Local Control Funding Formula (LCFF) now includes other LCAP actions funded by LCFF in addition to the unduplicated allocation. This includes actions such as AP/AP secretary salaries, reading intervention, summer school, activities/athletics and more. The unduplicated LCFF allocation is used 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, School Plans for Student Achievement, and the RUSD School Board's Ongoing Work Plan.

$395,706 Title I: supplemental services and materials to assist at-promise students at risk of not meeting state academic standards

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,289	$51,081
Mid-Range Teacher Salary	$88,920	$77,514
Highest Teacher Salary	$116,293	$105,764
Average Principal Salary (Elementary)	$137,046	$133,421
Average Principal Salary (Middle)	$144,793	$138,594
Average Principal Salary (High)	$155,774	$153,392
Superintendent Salary	$306,117	$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	6%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	3
Mathematics	5
Science	5
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	19

Professional Development

The Site leadership team is Participating in MTSS Training beginning in the 21-22 school year and is continuing the 2022-23 school year.

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. Certificated Staff and Administrative Staff also received training in Equity and Cultural Responsiveness in 19-20 and 20-21 school years.

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.

In 2021-2022, John W. North staff are receiving training in MTSS Multi-Tiered Systems of Support (MTSS) with the focus being on intervention and engagement strategies to support student needs. Administrators Also received training in Transformational Leadership and Using Data to drive School Improvement provided by Solution Tree PLC Group from Anthony Muhammad and Luis Cruz.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	8	14