

John W. North High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

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

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

School Description and Mission Statement (School Year 2017-18)

John W. North High School is a comprehensive high school in RUSD and is named after the founder of the City of Riverside and the Riverside Unified School District. John W. North was built in 1965 and is one of five comprehensive high school in the Riverside Unified School District. Additionally, the Riverside district has one continuation school and one Alternative Education Center. Approximately 73.6% of students are Hispanic, 12.8% are African American and White (non-Hispanic) enrollment is approximately 9.9%. The remaining 3.7% of the population is diverse with regards to ethnicity. 75% of our students qualify for the National School Lunch Program. John W. North is recognized by staff and community for its family atmosphere and is made up of 2310 students. The school creates a safe school environment which promotes the well-being of all of students. The student body represents 36 different birth countries, from Australia to Vietnam, and 26 different home languages, from Arabic to Vietnamese. The school and student government (United Student League) have made an investment in creating engaging environments for our students by upgrading various locations around campus with murals that reflect and instill school pride. The school staff is committed to carrying on the "Tradition of Excellence."

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, 16 Advanced Placement classes, and 10 honors classes on campus. The school has been working to implement the IB Middle Years Program. The MYP went through authorization visit in the beginning of the 2014-15 school year. MYP is an IB program that is not limited to the top students, but that will be offered across the curriculum to all 9th and 10th grade students. The emphasis of this program is to foster a global perspective, with an additional emphasis on promoting positive character traits and helping students connect their learning to five "areas of interaction." These areas of interaction are approaches to learning, community and service, health and social education, environments, and human ingenuity.

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

John W. North also provides support to students via one of three 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 ten through twelve. In partnership with the school district, community agencies and businesses, academy teachers provide real-world experience, relevant curriculum, career path guidance, and on-going mentoring to their students. Each academy shares a common model: a team of teachers who monitor students; integrated curriculum; guest speakers/mentors; internships; and academic or career-related study tours. Grade Point Average (GPA) and graduation rate data show that all of our academy students match or exceed their peers' performances in these areas.

Mission Statement

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

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

Vision Statement

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

IB Mission Statement

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

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

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

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	600
Grade 10	616
Grade 11	564
Grade 12	479
Total Enrollment	2,259

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.2
Asian	3.3
Filipino	1
Hispanic or Latino	72.3
Native Hawaiian or Pacific Islander	0.3
White	9.4
Two or More Races	1.5
Socioeconomically Disadvantaged	77.2
English Learners	12.5
Students with Disabilities	11
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	96	97	100	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Introduction to Literature and Composition, Grade 9 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 3 World Literature and Composition, Grade 10 (adopted 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 4 American Literature and Composition, Grade 11 (adopted in 2002) Holt Literature and Language Arts, Course 5 Holt, Rinehart & Winston: Essentials of American Literature English Literature and Composition Grade 12 (adopted in 2002) Holt Literature and Language Arts, Course 6 Holt, Rinehart & Winston: Essentials of British and World literature Expository Reading and Writing (adopted in 2007) CSU Task Force on Expository Reading and Writing (adopted in 2009) Scholastic: Read 180, Scholastic (adopted in 2010) CA StudySyn Grades 7-12 (adopted in 2017)	Yes	0%
Mathematics	Pre-Algebra 9 /Pre-Algebra 9 Concepts (adopted in 2008) Pearson Prentice Hall: California Algebra Readiness Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart & Winston: California Algebra 1 Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry Algebra 2 / Algebra 2 Honors with Trigonometry (adopted in 2008) Holt, Rinehart & Winston: California Algebra 2 Pre-Calculus / Pre-Calculus Honors (adopted in 2008) Precalculus-Mathematics for Calculus (adopted in 2008) Cengage Personal Finance, Grade 12 (adopted in 2008) Glencoe/McGraw-Hill: Mathematics with Business Applications Financial Algebra (adopted in 2016)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt Rinehart and Winston: Earth Science, California (adopted 2007) Glencoe/McGraw-Hill: Biology, California Edition (adopted in 2007) Pearson-Benjamin Cummings: Essentials of Human Anatomy & Physiology; Eighth Ed.(adopted in 2007) Addison Wesley/Prentice Hall: Chemistry, California (adopted in 2007) Foundations of Physics; CPO Science (adopted in 2007) 2nd Edition Chemistry for IB Diploma (adopted in 2016) The Cultural Landscape: An Introduction to Human Geography 7th Edition (adopted in 2017) Forensic Biology: Fundamentals and Investigation 2nd Edition (adopted in 2017)	Yes	0%
History-Social Science	World History, Cultures and Geography, Grade 10 (adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell United States History and Geography, Grade 11 (adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell American Government, Grade 12 (adopted in 2006) McGruder’s American Government: California Edition: Prentice Hall Economics, Grade 12 (adopted in 2006) Economics: Principles and Practices: Glencoe-McGraw-Hill	Yes	0%
Foreign Language	Holt, Reinhart & Winston: Spanish 1 (adopted in 2004) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigo! Nuevas Vistas Uno Spanish III Honors (adopted in 1998) Spanish for Spanish Speakers II (adopted in 1999) Sendas Literaries I - Heinley & Heinley Sendas Literaries II - Heinley & Heinley Learning American Sign Language 1 & 2 (adopted in 2016)	Yes	0%
Health	N/A		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Offer standards-based visual art, theater, instrumental music, and vocal music as electives at all schools. Offer standards-based electives in theater tech, music tech, media arts and dance at some schools.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

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

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

of Work Orders = 1272
 Labor Hours = 5628.01
 Assessed Value of Work = \$275,059.90

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			700 Exterior Building: Hose bib locking cover facing gym is damaged, bent, drinking fountain facing wing leaks water 703: Cockroaches in the room, AC turns on in the morning and stays on all day 707: Sink drips, stained ceiling tile, fixture missing lens 821: Heater not turning on, several damaged tiles
Interior: Interior Surfaces		X		105: Ceiling tiles 202: PA speaker in classroom not working well 203: Broken ceiling tile back of room, all sink fixtures are loose 231: Cover base missing 232: Wall needs repair 324: Ceiling tiles, AV jack needs to be replaced, carpet dirty 342: Wall needs repair, ceiling tile missing 352: Cover base missing 502: Counter top has sharp cracks 705: Ceiling tile cracked, has holes - taped, light lens hanging, GFI trips all the time 706: Ceiling tile has holes, 707: Sink drips, stained ceiling tile, fixture missing lens 708: Ceiling tiles stained, water damage 709: Several stained tiles, electrical 2x4 lens missing 710: Ceiling tiles stained/holes, several lens loose 711 Science Storage: Counter tops cluttered - used for storage, several ceiling tiles stained 820: Hanging ceiling tiles, stained ceiling tiles, floor under carpet has lifting issues, tripping hazard at teachers desk/chair 821: Heater not turning on, several damaged tiles 823: Missing base molding at back wall, hanging base molding at exit door 824: Several broken hanging ceiling tiles, outlet cover needed, several spots on wall, tack board torn 826: 4/s box outside door needs weather proof cover, several stained ceiling tiles, outlet needs cover 827: Several stained ceiling tiles, back wall needs outlet cover 829: Pencil sharpener needs to be secured

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 12/13/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				830: Several damaged/torn ceiling tiles, 2 broken outlet covers need to be replaced, 1 2x4 light fixture not working Career Center: Ceiling tiles stained K: Counter top cracked Library: Needs new carpet, ceiling tiles replaced, electrical outlets need to be replaced Office: Ceiling tiles stained near front office door
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			322: Carpet needs to be replaced 324: Carpet needs to be replaced 324: Ceiling tiles, AV jack needs to be replaced, carpet dirty 325: Carpet needs to be replaced 703: Cockroaches in the room, AC turns on in the morning and stays on all day 711 Electrical: Room used as storage, needs to be cleaned, light fixture cover not installed, missing lamp 711 Roof access: Room very cluttered, not enough clearance around electrical panels, door needs to be adjusted - hard to open 711 Science Storage: Counter tops cluttered - used for storage, several ceiling tiles stained
Electrical: Electrical			X	845:00:00 151: Outlet covers needed 152: Broken light lens 153: Electrical outlets need covers 221: Broken north wall receptacle 224: Com wire missing box cover on ceiling 233: Outlet cover needs repair 247: Electrical outlet needs repair/missing ceiling tiles 320: AV Projector mount need to be removed 321: AV Projector mount need to be removed 323: Electrical outlets need covers 324: Ceiling tiles, AV jack needs to be replaced, carpet dirty 340: Electrical outlet bad, needs to be replaced 350: Electrical box cover broken 504: Outlet coming off wall 700: Wall behind teachers desk AV outlet hanging off 702: Cord run across floor with rubber cover 705: Ceiling tile cracked, has holes - taped, light lens hanging, GFI trips all the time 706: Ceiling tile has holes, 707: Sink drips, stained ceiling tile, fixture missing lens 709: Several stained tiles, electrical 2x4 lens missing

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 12/13/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				710: Ceiling tiles stained/holes, several lens loose 711 Electrical: Room used as storage, needs to be cleaned, light fixture cover not installed, missing lamp 711 Roof access: Room very cluttered, not enough clearance around electrical panels, door needs to be adjusted - hard to open 822: Electrical cover at marker board needs cover plate 824: Several broken hanging ceiling tiles, outlet cover needed, several spots on wall, tack board torn 825: Missing 2x4 light lens by back window 826: 4/s box outside door needs weather proof cover, several stained ceiling tiles, outlet needs cover 827: Several stained ceiling tiles, back wall needs outlet cover 828: Missing outlet cover at back wall, middle of class 830: Several damaged/torn ceiling tiles, 2 broken outlet covers need to be replaced, 1 2x4 light fixture not working 842: 5 lights out in room, need to be checked 846: one light out, missing plate at door Library: Needs new carpet, ceiling tiles replaced, electrical outlets need to be replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			201: Check sink stations #5 no pressure/#8 too much pressure/#9 not working 203: Broken ceiling tile back of room, all sink fixtures are loose 700 Exterior Building: Hose bib locking cover facing gym is damaged, bent, drinking fountain facing wing leaks water
Safety: Fire Safety, Hazardous Materials	X			206: Fire system not working, no sound or fire strobe
Structural: Structural Damage, Roofs	X			220: Ceiling tile coming down (bowed) 222: Com wire missing box cover 224: Com wire missing box cover on ceiling 228: Ceiling tiles bowed 240: Stained tiles 247: Electrical outlet needs repair/missing ceiling tiles 300: Stained ceiling tile 342: Wall needs repair, ceiling tile missing 345A: Ceiling tiles missing 348: Ceiling tile has holes

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				349: Ceiling tile broken 351: Ceiling tile stained 820: Hanging ceiling tiles, stained ceiling tiles, floor under carpet has lifting issues, tripping hazard at teachers desk/chair Elevator: Needs deep cleaning
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			226: Door gasket gone, whistling noise, carpet threshold torn 711 Roof access: Room very cluttered, not enough clearance around electrical panels, door needs to be adjusted - hard to open 840: Entry door hits landing on ramp, needs to be adjusted.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/13/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	53	41	48	47	48	48
Mathematics (grades 3-8 and 11)	24	26	35	34	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	522	507	97.13	41.22
Male	254	242	95.28	39.67
Female	268	265	98.88	42.64
Black or African American	62	61	98.39	44.26
Asian	21	21	100	76.19
Filipino	--	--	--	--
Hispanic or Latino	386	372	96.37	36.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100	55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	409	395	96.58	35.44
English Learners	79	69	87.34	4.35
Students with Disabilities	46	44	95.65	2.27
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	522	513	98.28	25.54
Male	254	248	97.64	26.21
Female	268	265	98.88	24.91
Black or African American	62	61	98.39	31.15
Asian	21	21	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	386	378	97.93	20.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100	40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	409	401	98.04	20.7
English Learners	79	76	96.2	6.58
Students with Disabilities	46	44	95.65	0
Foster Youth	--	--	--	--

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

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

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

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

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

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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

California Partnership Academy:

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

ROP Programs:

- Sports Medicine

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	434
% of pupils completing a CTE program and earning a high school diploma	99
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	8

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.9
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	53.78

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.7	20.4	32.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.4	4	4	6.5	4.9	5.3	11.5	10.7	9.7
Graduation Rate	92.44	93.99	93.8	87.15	89.39	89.33	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	94.63	88.45	87.11
Black or African American	91.67	87.69	79.19
American Indian or Alaska Native	0	50	80.17
Asian	100	95.45	94.42
Filipino	100	100	93.76
Hispanic or Latino	93.2	86.65	84.58
Native Hawaiian/Pacific Islander	100	94.44	86.57
White	100	91.2	90.99
Two or More Races	85.71	80	90.59
Socioeconomically Disadvantaged	70	67.56	63.9
English Learners	61.54	58.7	55.44
Students with Disabilities	95.15	86.09	85.45
Foster Youth	0	52.94	68.19

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	8.5	7.7	3.7	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	1.1	0.4	0.6	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	33	18	45	28	19	11	52	26	26	27	34
Mathematics	29	16	17	45	29	17	11	49	28	17	18	43
Science	30	11	7	47	29	11	15	40	30	11	16	36
Social Science	30	11	16	45	30	12	15	43	27	18	24	34

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.7	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	2	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8047	1327	6720	85689
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	5.1	-7.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-6.4	2.3

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$305,371 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	5	N/A
All courses	15	21.9

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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

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

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

- 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 2017-18, John W. North High School certificated and classified staff will participate in professional development and professional growth opportunities in order to improve instruction. Certificated staff will have at least 5 days of professional development with District content area instructional specialists, staff developers and conference attendance. Classified staff will participate in at least 2 days of professional development provided by both the District and the school site.