

# John W. North High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	John W. North High School
Street	1550 Third St.
City, State, Zip	Riverside, CA 92507-3404
Phone Number	(951) 788-7311 x63201
Principal	Dr. Lynne Sheffield
E-mail Address	lsheffield@rusd.k12.ca.us
Web Site	<a href="http://www.jwnorth.org">www.jwnorth.org</a>
Grades Served	9-12
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 (Most Recent Year)

John W. North High School is a comprehensive high school in RUSD and is named after the founder of the City of Riverside and the Riverside Unified School District. John W. North was built in 1965 and is one of five comprehensive high school in the Riverside Unified School District. Additionally, the Riverside district has one continuation school and one Alternative Education Center. At this time, approximately 69.3% of students are Hispanic. White (non-Hispanic) enrollment is approximately 19.2%. The remaining 11.5% of the population is diverse with regards to ethnicity. Currently, John W. North is comprised of the following: 615 freshmen, 621 sophomores, 539 juniors, and 506 seniors. In the 2014/2015 school year, 75.02% of our students qualified for the free and reduced lunch program, an increase over the previous school year. John W. North is recognized by staff and community for its family atmosphere and is made up of just over 2300 students, 108 certificated staff members, and 52 classified staff. The school creates a safe school environment which promotes the well-being of all of students. The student body represents 35 different birth countries, from Australia to Vietnam, and 26 different home languages, from Arabic to Vietnamese.

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

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

The school's International Baccalaureate Diploma Program has a global perspective and works to develop skills identified in the IB Learner Profile. The school implemented the IB program in the late 1980s and has been authorized to award the IB Diploma and certificates since 1990. 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 9<sup>th</sup> and 10<sup>th</sup>

thgrade 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. Additionally, North is supporting students wishing to participate in AVID and simultaneously complete the IB Diploma.

John W. North also provides support to students via one of three academy programs funded by competitive application to the California State Department of Education (CDE). Over 600 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 2014-15)

Grade Level	Number of Students
Grade 9	637
Grade 10	593
Grade 11	550
Grade 12	501
<b>Total Enrollment</b>	<b>2,281</b>

**Student Enrollment by Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	0.4
Asian	4.2
Filipino	1.3
Hispanic or Latino	68.4
Native Hawaiian or Pacific Islander	0.4
White	11.6
Two or More Races	1.3
Socioeconomically Disadvantaged	77.8
English Learners	12.5
Students with Disabilities	10.3
Foster Youth	0.3

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

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

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

**Teacher Credentials**

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	90	96	96	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments *	1	1	0
Vacant Teacher Positions	0	0	0

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

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

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	90.6	9.4
<b>All Schools in District</b>	93.6	6.4
<b>High-Poverty Schools in District</b>	93.3	6.7
<b>Low-Poverty Schools in District</b>	95.0	5.0

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 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.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	<p>Earth Science (Adopted in 2007) Earth Science, California; Holt Rinehart and Winston</p> <p>Biology (Adopted in 2007) Biology, California Edition; Glencoe/McGraw-Hill</p> <p>Anatomy &amp; Physiology (Adopted in 2007) Essentials of Human Anatomy &amp; Physiology; Eighth Ed.; Pearson-Benjamin Cummings</p> <p>Chemistry (Adopted in 2007) Chemistry, California; Addison Wesley/Prentice Hall</p> <p>Physics (Adopted in 2007) Foundations of Physics; CPO Science</p>	Yes	0%
<b>History-Social Science</b>	<p>World History, Cultures and Geography, Grade 10 (Adopted in 2006) Modern World History: Patterns of Interaction; California Edition; McDougal-Littell</p> <p>United States History and Geography, Grade 11 (Adopted in 2006) The Americans: Reconstruction to the 21st Century; California Edition; McDougal-Littell</p> <p>American Government, Grade 12 (Adopted in 2006) McGruder's American Government: California Edition: Prentice Hall</p> <p>Economics, Grade 12 (Adopted in 2006): Economics: Principles and Practices: Glencoe-McGraw-Hill</p>	Yes	0%
<b>Foreign Language</b>	<p>Spanish III Honors (Adopted in 1998)</p> <p>Spanish for Spanish Speakers II (Adopted in 1999) Sendas Literaries I - Heinley &amp; Heinley Sendas Literaries II - Heinley &amp; Heinley</p>	Yes	0%
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Yes	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1965  
 Last Modernized: 2013  
 Lot Size: 43 Acres  
 64 Permanent Classrooms

28 Portable Classrooms  
 Completely Air Conditioned  
 Lecture Hall  
 Theater  
 Multipurpose Room  
 6 Computer Labs  
 Gymnasium  
 Kitchen

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

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. North High School completed their school site inspection on 03/10/2016.

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

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

# of Work Orders = 968  
 Labor Hours = 4,158.12  
 Assessed Value of Work = \$152,624.10

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 03/10/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 03/10/2016				
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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	52	43	44
Mathematics	23	33	33

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 Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	514	505	98.2	19	27	35	17
Male	11		226	44.0	20	27	34	18
Female	11		279	54.3	19	28	35	17
Black or African American	11		62	12.1	31	24	29	16
Asian	11		23	4.5	9	17	30	43
Filipino	11		7	1.4	--	--	--	--
Hispanic or Latino	11		333	64.8	20	31	35	12
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		66	12.8	6	23	36	35
Two or More Races	11		6	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		386	75.1	23	29	35	12
Students with Disabilities	11		29	5.6	76	21	3	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	514	507	98.6	44	32	17	6
Male	11		228	44.4	44	26	18	11
Female	11		279	54.3	44	36	16	2
Black or African American	11		62	12.1	63	21	13	3
Asian	11		23	4.5	9	13	43	35
Filipino	11		7	1.4	--	--	--	--
Hispanic or Latino	11		334	65.0	47	34	14	3
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		67	13.0	27	36	24	13
Two or More Races	11		6	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		388	75.5	49	31	14	3
Students with Disabilities	11		29	5.6	100	0	0	0
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	47	47	35	56	60	58	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	35
Male	36
Female	36
Black or African American	32
American Indian or Alaska Native	--
Asian	88
Filipino	--
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	--
White	68
Two or More Races	--
Socioeconomically Disadvantaged	7
English Learners	4
Students with Disabilities	27
Foster Youth	--

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

### Career Technical Education Programs (School Year 2014-15)

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 completion graduation rate for the district's CTE programs.

#### California Partnership Academies

- Education and Human Services Academy
- Global Business Information and Technology Academy
- Health and Biosciences Academy
- Law and Protective Services Academy
- Media and the Arts Academy

#### Career Technical Education Pathways

- CISCO Networking
- Engineering and Design
- Game Design
- Graphic Design
- Microsoft IT Academy
- Music Technology
- Video Production
- Web Design

#### ROP Programs

- Health – Patient Care
- Health – Sports Medicine
- Hospitality – Culinary
- Marketing – Retail Sales
- Media – TV/Video Production

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	627
% of pupils completing a CTE program and earning a high school diploma	98.9
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.73
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	45.76

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	49	50	50	56	49	51	57	56	58
Mathematics	61	61	49	61	55	51	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	41	27	32	41	38	21
All Students at the School	50	23	27	51	33	16
Male	57	18	25	52	31	16
Female	44	28	28	50	35	15
Black or African American	52	25	22	60	30	10
Asian	12	24	64	12	20	68
Hispanic or Latino	56	24	20	56	34	10
White	32	19	49	35	35	30
Socioeconomically Disadvantaged	57	25	19	56	34	10
English Learners	93	5	2	92	7	2
Students with Disabilities	73	12	15	74	14	13

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.

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.00	18.50	38.30

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.90	3.90	4.40	10.50	8.00	6.50	13.10	11.40	11.50
Graduation Rate	93.67	95.02	92.44	81.84	85.46	87.15	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	92.99	84.61	84.6
Black or African American	92.75	83.55	76
American Indian or Alaska Native	100	62.5	78.07
Asian	97.14	94.33	92.62
Filipino	83.33	94.87	96.49
Hispanic or Latino	91.08	82.01	81.28
Native Hawaiian/Pacific Islander	120	82.35	83.58
White	101.61	88.33	89.93
Two or More Races	100	80	82.8
Socioeconomically Disadvantaged	74	62.75	61.28
English Learners	67.65	61.01	50.76
Students with Disabilities	92.11	82.82	81.36
Foster Youth	--	--	--

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.14	5.48	8.53	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.35	0.85	1.09	0.25	0.18	0.22	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		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	73.3

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	28	11	55	26	37	10	52	26	33	18	45
Mathematics	31	11	11	55	30	14	11	51	29	16	17	45
Science	30	14	5	48	30	11	9	43	30	11	7	47
Social Science	30	13	13	42	30	15	12	50	30	11	16	45

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 2014-15)**

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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6,210	971	5,239	78,626
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	11.3	-0.5
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-2.0	7.7

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

**Types of Services Funded (Fiscal Year 2014-15)**

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

\$313,378 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

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
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 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	5	N/A
Science	4	N/A
Social Science	10	N/A
All courses	25	.7

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

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

During the 2014-2015 school year, teachers will have opportunities to attend conferences and seminars outside the district to develop knowledge and improve instructional strategies. Teachers meet weekly in subject matter and/or grade level teams to discuss pacing, common assessments, instructional practices, and student achievement and checking for understanding. Many staff members participated in activities and trainings provided by the school, the district, or through special projects that focus on individual students' needs. North's administration has created a schedule to provide meaningful professional development related to subject matter content in order to provide rigor and relevance for teachers in their content. During the 2014-2015 school year teachers will receive professional development in Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies to implement the CCSS, Depth of Knowledge (DOK) training, and Data Teams. In addition, the implementation of the Bring Your Own Device (BYOD) initiative has identified an area of needed professional development. Training on Haiku, Promethean Boards, Dropbox and other software programs will be offered in the Spring for teachers to strengthen technology skills.

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