

John W. North High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 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	http://riversideunified.org/

2023-24 School Description and Mission Statement

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 12 elective classes taught by six 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

2023-24 School Description and Mission Statement

offer career training, college preparation, and cross-curricular support to students in grades 10 through 12. In partnership with the school district, community agencies and businesses, academy teachers provide real-world experience, relevant curriculum, career path guidance, and on-going mentoring to their students. Each academy shares a common model: a team of teachers who monitor students; integrated curriculum; guest speakers/mentors; internships; and academic or career-related study tours. Grade Point Average (GPA) and graduation rate data show that all of our academy students match or exceed their peers' performances in these areas.

Mission Statement

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

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

Vision Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	556
Grade 10	577
Grade 11	574
Grade 12	466
Total Enrollment	2,173

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.5%
American Indian or Alaska Native	0.6%
Asian	2.3%
Black or African American	9.9%
Filipino	1%
Hispanic or Latino	75.2%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	1.6%
White	7.1%
English Learners	16.5%
Foster Youth	0.2%
Homeless	2.8%
Socioeconomically Disadvantaged	87.9%
Students with Disabilities	14.1%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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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

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Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.2	4.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3	0.5

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

2023-24 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 10/05/23 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

10/05/23

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 Commerce Expository Reading and Writing Grade 12 (Adopted 2009) Cengage/National Geographic Inside the USA (ELD supplement) Grades 9-12	Yes	0%
Mathematics	Core Connections Integrated Math 1 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 2 College Preparatory Mathematics (Adopted 2018) Core Connections Integrated Math 3 College Preparatory Mathematics (Adopted 2018) Cengage Mathematics for Calculus (Precalculus) (Adopted 2008) McDougall Littell Calculus of a Single Variable (Calculus AB/BC AP) (Adopted 2008) Houghton Mifflin Calculus with Analytical Geometry (Multivariable Calculus) Pearson, Prentice Hall Statistics- Modeling the World (Statistics) (Adopted 2008) Haese Publications Mathematics for the International Student (IB Mathematical Studies) (Adopted 2006)	Yes	0%

	<p>Cengage Learning Advanced Algebra with Financial Applications (Financial Algebra) (Adopted 2018)</p> <p>Glencoe/McGraw Hill Mathematics With Business Applications (Personal Finance) (Adopted 2004)</p> <p>Fundamentals of Java AP Computer Science</p>		
Science	<p>Miller & Levine Experience Biology (Medical Biology) (Adopted 2020)</p> <p>Campbell Biology, 12th Edition, AP Edition with Mastering Biology with Pearson eText (Biology, AP Biology) (Adopted 2021)</p> <p>AGS Publishing AGS Earth Science Grades 9-12 (EOC only)</p> <p>Savvas Experience Chemistry, Vols. 1 & 2 (Chemistry, Medical Chemistry) (Adopted 2020)</p> <p>Cengage Learning Chemistry, AP Edition, 10th Edition (Adopted 2021)</p> <p>Savvas Experience Physics (Physics) (Adopted 2022)</p> <p>Holt, Rinehart, Winston Earth Science Grades 9-12 (Earth Science) (Adopted 2022)</p> <p>Cengage Living in the Environment AP Edition (Environmental Science) (Adopted 2015)</p> <p>Cengage Exploring Environmental Science for AP (Environmental Science, AP) (Adopted 2021)</p> <p>Marieb: Essentials of Human Anatomy and Physiology (Anatomy & Physiology) (Adopted 2022)</p> <p>Kendall Hunt Forensic Science Grades 10-12 (Adopted 2016)</p> <p>McGraw Hill Marine Biology (Adopted 2012)</p> <p>2nd Edition Chemistry for IB Diploma (Adopted 2016)</p> <p>The Cultural Landscape: An Introduction to Human Geography 7th Edition (Adopted 2017)</p> <p>Forensic Biology: Fundamentals and Investigation 2nd Edition (Adopted 2017)</p> <p>Pearson Physics for Scientists/Engineers: A Strategic Approach [with Modern Physics] (Physics, AP1, APC) (Adopted 2019)</p>	Yes	0%
History-Social Science	<p>IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY (Adopted 2022)</p> <p>IB World History DP Authoritarian States Course Book (Adopted 2022)</p> <p>IB World History DP Causes and Effects of 20th Century Wars Course Book (Adopted 2022)</p> <p>IB World History DP The Move to Global War Course Book (Adopted 2022)</p> <p>PACKAGE: Give Me Liberty!, 6th AP® Edition +Voices of Freedom, 6th Edition Vols. 1 & 2 (Adopted 2022)</p> <p>Presidential Election Update American Government: Stories of a Nation (Adopted 2022)</p> <p>Western Civilization Since 1300 Enhanced AP Edition (Adopted 2022)</p> <p>IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (Adopted 2022)</p> <p>IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS (Adopted 2022)</p> <p>Economics for IB Diploma 2/e Book + eBook (Adopted 2022)</p> <p>Krugman's Economics for the AP®Course (Adopted 2022)</p> <p>SaplingPlus for Krugman's Economics for the AP Course (Adopted 2022)</p>	Yes	0%

	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)		
Foreign Language	Carnegie Learning - Que Chevere - Spanish Level 1, 2 & 3 (Adopted 2021) Carnegie Learning - En Voz Alta - Native Spanish Speakers 1 & 2 (Adopted 2021) Vista Higher Learning - Temas 2nd edition (Pre-AP Spanish) (Adopted 2020) Glencoe McGraw-Hill Galeria de Arte y Vida (AP Spanish) (Adopted 2013) Pearson Publishing Reflexiones: Intro A la Lit Hispanica (Pre-AP and AP Spanish Literature) (Adopted 2008) Carnegie Learning - T'es Branche - French 1, 2 & 3 (Adopted 2021) Vista Higher Learning- Themes (AP French) (Adopted 2021) Cheng & Tsui - Go Far with Chinese 1, 2, & 3 (Adopted 2021) Better Chinese - Magical Tour of China Volumes 3-4 (Chinese, AP/IB) (Adopted 2006) 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)	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	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1965
 Last Modernized: 2013
 Lot Size: 43 Acres
 62 Permanent Classrooms
 30 Portable Classrooms
 Completely 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.

J.W. North is currently under construction. Project includes replacement of portable buildings to permanent buildings, site enhancements, infrastructure upgrades, curb appeal, modernization, and site improvements.

Year and month of the most recent FIT report

01/09/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NOR100-100 (Library): 2: (D) Vents or grills are excessively dusty or dirty (D) HVAC units are generating excessive noise or vibrations 4: (D) Ceiling tiles have holes or stains (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (D) Carpeting is stained 7: (D) Improper usage of surge protectors or daisy chain of surge protectors (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access (D) Electrical systems, components, and/or equipment appear NOT to be working properly NOR300-320 (Classroom): 1: Ground wire is not strapped to pipe outside door NOR300-348 (Classroom): 2: (D) HVAC issue 4: (D) Walls appear to have hazards from tears and holes

School Facility Conditions and Planned Improvements

(D) Carpeting is damaged
(D) Carpeting is stained
NOR500-506 (Classroom):
2: (D) Vents are damaged or missing

Notes: Needs exhaust hood in kiln area.
7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.
15: (D) Doors are NOT intact

Notes: Door is falling apart.
NOR800-821 (Classroom):
2: (D) There is inadequate air supply to the area
4: (D) Flooring is damaged

Notes: Kick board is falling off.
7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.
NOR800-827 (Classroom):
2: (D) Interior Temperatures are outside of normally accepted ranges

Notes: Warm in class.

NOR800-829 (Classroom):
2: (D) Interior Temperatures are outside of normally accepted ranges

Notes: Room too hot.
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Lose receptacle.
NOR800-842 (Classroom):
2: (D) There is inadequate air supply to the area

Notes: Circulating fan is turning off.
4: (D) Flooring is damaged

Notes: Trip hazard at start of ramp.
NOR800-845 (Classroom):
2: (D) There is inadequate air supply to the area

Notes: Circulating fan is turning off.
7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Notes: T.S. department. Ethernet falling out of wall.
15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Door shuts hard.
NOR800-846 (Classroom):
2: (D) There is inadequate air supply to the area

Notes: Circulating fan is turning off.

School Facility Conditions and Planned Improvements

			<p>4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Ceiling tile pushed up.</p> <p>(D) Walls appear to have hazards from tears and holes</p> <p>Notes: There is a hole above the entry door.</p>
<p>Interior: Interior Surfaces</p>		<p>X</p>	<p>NOR100-100 (Library):</p> <p>2: (D) Vents or grills are excessively dusty or dirty</p> <p>(D) HVAC units are generating excessive noise or vibrations</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>(D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)</p> <p>(D) Carpeting is stained</p> <p>7: (D) Improper usage of surge protectors or daisy chain of surge protectors</p> <p>(D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>(D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>NOR100-156B (Administration):</p> <p>4: (D) Ceiling tiles have holes or stains</p> <p>(D) Carpeting is stained</p> <p>(D) Carpeting is damaged</p> <p>NOR100-158B (Administration):</p> <p>4: (D) Carpet is torn</p> <p>NOR200-205 (Classroom):</p> <p>4: (D) Cabinet Casework Handle missing or broken, missing drawer panel.</p> <p>NOR200-231 (Classroom):</p> <p>4: (D) Walls appear to have hazards from tears and holes</p> <p>NOR200-240 (Classroom):</p> <p>4: (D) Carpet is torn</p> <p>7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>NOR300-321 (Classroom):</p> <p>4: (D) Ceiling tiles have holes or stains in middle of room - Also look for what caused leak and place a work order (If needed).</p> <p>NOR300-325 (Classroom):</p> <p>4: (D) Ceiling tiles have holes or stains - Also look for what caused leak and place a work order (If needed).</p> <p>10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor</p> <p>NOR300-326 (Classroom):</p> <p>4: (D) Ceiling tiles have holes or stains - (Four tiles) Also look for what caused leak and place a work order (If needed).</p> <p>10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor</p> <p>NOR300-328 (Restroom):</p> <p>4: (D) Ceiling tiles have holes or stains - patches on ceiling have not been painted</p>

School Facility Conditions and Planned Improvements

15: (D) New door locks for staff R/R can be unlocked with key when some one is using the R/R.
 NOR300-333 (Administration):
 4: (D) Ceiling tiles are missing - (Not missing but) loose/ not setting on track and some are stained - Also look for what caused leak and place a work order (If needed).
 (D) Walls need touch-up paint from wall repairs
 10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor
 NOR300-333A (Utility):
 4: (D) Ceiling tiles have holes or stains - Also look for what caused leak and place a work order (If needed).
 NOR300-334 (Utility):
 4: (D) Walls appear to have hazards from tears and holes
 NOR300-335 (Utility):
 4: (D) Walls appear to have hazards from tears and holes
 NOR300-344 (Classroom):
 4: (D) Ceiling tiles have holes or stains - See what caused the stain and place work order (if needed)
 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access - Wire-mold behind teacher's desk is missing a couple feet of it's cover
 14: (D) Significant cracks, trip hazards, holes, and deterioration are found - Handicap (rubber) ramp outside south door is loose and is a trip hazard.
 NOR300-348 (Classroom):
 2: (D) HVAC issue
 4: (D) Walls appear to have hazards from tears and holes
 (D) Carpeting is damaged
 (D) Carpeting is stained
 NOR300-349 (Classroom):
 4: (D) Walls appear to have hazards from tears and holes
 7:
 NOR300-351 (Classroom):
 4: (D) Ceiling tiles are missing
 (D) Ceiling tiles have holes or stains
 NOR300-353 (Classroom):
 4: (D) Ceiling tiles are missing
 (D) Carpeting is damaged
 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access
 NOR400-401 (Classroom):
 4: (D) Flooring is damaged. (There is a large hump in the middle of the room that posses a tripping hazard)
 NOR400-402 (Classroom):
 4: (D) Walls appear to have hazards from tears and holes (West Wall)
 9: Sink in classroom is broken
 NOR400-403 (Classroom):
 4: (D) Carpet is torn
 5: Behind the classroom is a mess. I also has some broken asphalt that may pose as a tripping hazard.

School Facility Conditions and Planned Improvements

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

9: Sink faucet has a broken knob. Behind classroom the water valve needs to be replaced.

NOR500-501 (Classroom):

4: (D) Cabinet Casework Lock Broken or Jammed

Notes: Sliding whiteboard does not slide.

7: (D) Light fixture not working (possible ballast)

Notes: Lamps out, high ceiling.

NOR500-503 (Classroom):

4: (D) Ceiling tiles have holes or stains

Notes: Stained ceiling tiles.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Missing cover over old clock box.

NOR800-820 (Classroom):

4: (D) Ceiling tiles are missing

Notes: Falling ceiling tile.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken cover plate and loose receptacles.

NOR800-821 (Classroom):

2: (D) There is inadequate air supply to the area

4: (D) Flooring is damaged

Notes: Kick board is falling off.

7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.

NOR800-822 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Notes: Peeling cork walls.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Missing cover plate.

15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Windows don't open easily. Needs door stopper.

NOR800-823 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Notes: Needs wall patch.

School Facility Conditions and Planned Improvements

(D) Flooring is damaged

Notes: Hole in ramp.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken switch place.

(D) Light fixture not working (possible ballast)

Notes: Ballast out.

NOR800-824 (Classroom):

4: (D) Flooring is damaged

Notes: Cone at ramp entrance. Uneven ground.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken cover plate.

NOR800-825 (Classroom):

4: (D) Carpeting is damaged

Note: Bad carpet

(D) Walls appear to have hazards from tears and holes

Notes: Fix wall patch.

7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Notes: Brocken receptacle.

NOR800-826 (Classroom):

4: (D) Ceiling tiles have holes or stains

Notes: Stained tiles.

5: (D) Fewer than five percent of the bulbs have burned out

Notes: Lamps out

NOR800-828 (Classroom):

4: (D) Walls appear to have hazards from tears and holes

Notes: Wall bead by window is coming off the wall.

7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.

15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: No door stopper.

NOR800-831 (Classroom):

4: (D) Ceiling tiles are missing

Notes: Falling ceiling tile.

School Facility Conditions and Planned Improvements

			<p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes: Lose receptacles.</p> <p>15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Notes: Graffiti scratched into window.</p> <p>(D) Doors are NOT intact</p> <p>Notes: Missing LOCK-BLOCK. Also needs door stop. NOR800-840 (Classroom): 4: (D) Flooring is damaged</p> <p>Notes: Teacher said it needs new carpet. 15: (D) Doors are NOT intact</p> <p>Notes: Needs door stop. Also door sticks on ramp. NOR800-841 (Classroom): 4: (D) Ceiling tiles are missing</p> <p>Notes: AV dept, old projector pan still in ceiling with hole in it. Needs to be removed.</p> <p>(D) Flooring is damaged</p> <p>Notes: Baseboard fall off walls. NOR800-842 (Classroom): 2: (D) There is inadequate air supply to the area</p> <p>Notes: Circulating f</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>NOR100-151 (Classroom): 5: (D) There is evidence of unabated graffiti 11: (D) Paint is peeling, chipping, or cracking NOR400-403 (Classroom): 4: (D) Carpet is torn 5: Behind the classroom is a mess. I also has some broken asphalt that may pose as a tripping hazard. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 9: Sink faucet has a broken knob. Behind classroom the water valve needs to be replaced. NOR800-826 (Classroom): 4: (D) Ceiling tiles have holes or stains</p> <p>Notes: Stained tiles. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Notes: Lamps out NOR900-902 (Administration): 4: (D) Walls appear to have hazards from tears and holes 5: (D) Light fixtures are NOT working properly</p>

School Facility Conditions and Planned Improvements

		<p>NORGR-POOL (Pool): 5: (D) Restrooms, drinking fountains, food preparation and/or serving areas appear to NOT have been cleaned each day that school is in session</p> <p>Notes: Sink drainage has not been cleaned in a while. 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Notes: Green privacy screen is tearing away.</p> <p>(D) Windows are NOT intact and there is evidence of cracks</p> <p>Notes: Fly screen in concession stand needs to be fixed or replaced.</p>
<p>Electrical</p>	<p>X</p>	<p>NOR100-100 (Library): 2: (D) Vents or grills are excessively dusty or dirty (D) HVAC units are generating excessive noise or vibrations 4: (D) Ceiling tiles have holes or stains (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc) (D) Carpeting is stained 7: (D) Improper usage of surge protectors or daisy chain of surge protectors (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access (D) Electrical systems, components, and/or equipment appear NOT to be working properly NOR100-100A (Administration): 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access NOR200-201 (Classroom): 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly, receptacle has no power 9: sink is slow to drain. NOR200-230 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access NOR200-240 (Classroom): 4: (D) Carpet is torn 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly NOR200-241 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access NOR300-323 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and</p>

School Facility Conditions and Planned Improvements

secured from pupil access- 10x10 w/ 120v has no cover -12x12 box w/ no wires passing through has no cover - cat 5 wire hanging out of single gang box (no cover)

10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor
NOR300-327A (Utility):

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access - single gang cover plate is missing from exterior wall (near eye level).
NOR300-344 (Classroom):

4: (D) Ceiling tiles have holes or stains - See what caused the stain and place work order (if needed)

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access - Wire-mold behind teacher's desk is missing a couple feet of it's cover

14: (D) Significant cracks, trip hazards, holes, and deterioration are found - Handicap (rubber) ramp outside south door is loose and is a trip hazard.
NOR300-353 (Classroom):

4: (D) Ceiling tiles are missing
(D) Carpeting is damaged

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access
NOR400-400 (Classroom):

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access.
(South Wall)

NOR400-403 (Classroom):

4: (D) Carpet is torn

5: Behind the classroom is a mess. I also has some broken asphalt that may pose as a tripping hazard.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

9: Sink faucet has a broken knob. Behind classroom the water valve needs to be replaced.
NOR400-405A (Administration):

7: Light missing cover
NOR500-501 (Classroom):

4: (D) Cabinet Casework Lock Broken or Jammed

Notes: Sliding whiteboard does not slide.
7: (D) Light fixture not working (possible ballast)

Notes: Lamps out, high ceiling.
NOR500-502 (Classroom):

7: (D) Light fixture not working (possible ballast)

Notes: Ballast and lamps out. Needs new lenses. Open first period.
9: (D) Water pressure is inadequate

Notes: Water is hammering hard at sink. Water is leaking at sink.
NOR500-503 (Classroom):

School Facility Conditions and Planned Improvements

4: (D) Ceiling tiles have holes or stains

Notes: Stained ceiling tiles.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Missing cover over old clock box.

NOR500-506 (Classroom):

2: (D) Vents are damaged or missing

Notes: Needs exhaust hood in kiln area.

7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.

15: (D) Doors are NOT intact

Notes: Door is falling apart.

NOR700-704 (Classroom):

7: (D) Light fixture not working (possible ballast) - Custodian already replaced bulbs

10: (D) Fire extinguisher is missing

NOR700-705 (Classroom):

7: (D) Outlet looks like some one put a paperclip in it, has burn marks.

15: (D) No teacher nor anyone on site has a key to the cabinets. Supplies cannot be locked from students and some supplies cannot be accessed by the teacher.

NOR700-706A (Utility):

7: (D) Lighting does not appear to be adequate - Fixture lens is hanging

NOR700-710 (Classroom):

7: (D) Lighting does not appear to be adequate - 3 lenses hanging out of frame.

NOR700-711 (Classroom):

7: (D) Light fixture not working (possible ballast)

NOR700-712 (Classroom):

7: (D) Lighting does not appear to be adequate - 2 four foot fixtures are particularly dim

NOR700-712A (Utility):

7: (D) Light fixture not working (possible ballast) - Bulb is missing and lens is setting off to the side

NOR700-712C (Restroom):

7: (D) Lighting does not appear to be adequate - Lens is hanging on one corner.

NOR700-712D (Restroom):

7: (D) Lighting does not appear to be adequate - lens is hanging from one corner.

9: (D) A Leak is evident - faucet drips

NOR800-820 (Classroom):

4: (D) Ceiling tiles are missing

Notes: Falling ceiling tile.

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken cover plate and lose receptacles.

NOR800-821 (Classroom):

School Facility Conditions and Planned Improvements

2: (D) There is inadequate air supply to the area
 4: (D) Flooring is damaged

Notes: Kick board is falling off.
 7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.
 NOR800-822 (Classroom):
 4: (D) Walls appear to have hazards from tears and holes

Notes: Peeling cork walls.
 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Missing cover plate.
 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Windows don't open easily. Needs door stopper.
 NOR800-823 (Classroom):
 4: (D) Walls appear to have hazards from tears and holes

Notes: Needs wall patch.

(D) Flooring is damaged

Notes: Hole in ramp.
 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken switch place.

(D) Light fixture not working (possible ballast)

Notes: Ballast out.
 NOR800-824 (Classroom):
 4: (D) Flooring is damaged

Notes: Cone at ramp entrance. Uneven ground.
 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken cover plate.
 NOR800-825 (Classroom):
 4: (D) Carpeting is damaged

Note: Bad carpet

(D) Walls appear to have hazards from tears and holes

Notes: Fix wall patch.

School Facility Conditions and Planned Improvements

			<p>7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>Notes: Brocken receptacle. NOR800-828 (Classroom): 4: (D) Walls appear to have hazards from tears and holes</p> <p>Notes: Wall bead by window is coming off the wall. 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: Ballast out. 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Notes: No door stopper. NOR800-829 (Classroom): 2: (D) Interior Temperatures are outside of normally accepted ranges</p> <p>Notes: Room too hot. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Notes: Lose receptacle. NOR800-830 (Classroom): 7: (D) Electrical systems, components, and/or equip</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>NOR100-150 (Utility): 9: (D) A Leak is evident NOR200-200 (Classroom): 9: (D) A Leak is evident, sink drips NOR200-204 (Classroom): 9: sink is slow to drain NOR300-343 (Classroom): 9: (D) A Leak is evident - faucet drips by teacher's desk NOR400-402 (Classroom): 4: (D) Walls appear to have hazards from tears and holes (West Wall) 9: Sink in classroom is broken NOR400-403 (Classroom): 4: (D) Carpet is torn 5: Behind the classroom is a mess. I also has some broken asphalt that may pose as a tripping hazard. 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 9: Sink faucet has a broken knob. Behind classroom the water valve needs to be replaced. NOR400-404 (Classroom): 9: (D) Water pressure is inadequate NOR500-502 (Classroom): 7: (D) Light fixture not working (possible ballast)</p> <p>Notes: Ballast and lamps out. Needs new lenses. Open first period. 9: (D) Water pressure is inadequate</p>

School Facility Conditions and Planned Improvements

			<p>Notes: Water is hammering hard at sink. Water is leaking at sink. NOR600-601A (Administration): 9: The West exterior wall of room 601A has a waterline strapped to the wall and it has come loose. NOR600-602 (Restroom): 8: Sink knob missing NOR700-707 (Classroom): 9: (D) Leaks are evident - 3 anti siphons on sink fossettes, water staining under 2 sinks, 1 fossette valve leaks NOR700-709 (Classroom): 9: (D) A Leak is evident - South middle wall sink faucet anti-siphon leaks 12: (D) Some of the heavy slate counter tops are very loose/unattached NOR700-712D (Restroom): 7: (D) Lighting does not appear to be adequate - lens is hanging from one corner. 9: (D) A Leak is evident - faucet drips NOR900-903 (Utility): 9: (D) A Leak is evident NOR900-904E (Restroom): 9: (D) Water pressure is inadequate NORGR-STADIUM (Stadium): 8: (D) Restrooms are NOT stocked with menstrual products in compliance with AB 367</p> <p>Notes: Missing menstrual product waste receptacle. 9: (D) Water pressure is inadequate</p> <p>North: Drinking fountain at snack bar overshoots.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>NOR100-100D (Administration): 11: (D) Paint is peeling, chipping, or cracking NOR100-151 (Classroom): 5: (D) There is evidence of unabated graffiti 11: (D) Paint is peeling, chipping, or cracking NOR300-322 (Classroom): 10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor NOR300-323 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access- !0x10 w/ 120v has no cover -12x12 box w/ no wires passing through has no cover - cat 5 wire hanging out of single gang box (no cover) 10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor NOR300-324 (Classroom): 10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor NOR300-325 (Classroom): 4: (D) Ceiling tiles have holes or stains - Also look for what caused leak and place a work order (If needed). 10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor NOR300-326 (Classroom):</p>

School Facility Conditions and Planned Improvements

			<p>4: (D) Ceiling tiles have holes or stains - (Four tiles) Also look for what caused leak and place a work order (If needed).</p> <p>10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor NOR300-327 (Administration):</p> <p>10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor NOR300-333 (Administration):</p> <p>4: (D) Ceiling tiles are missing - (Not missing but) loose/ not setting on track and some are stained - Also look for what caused leak and place a work order (If needed).</p> <p>(D) Walls need touch-up paint from wall repairs</p> <p>10: (D) Fire extinguishers are NOT current and/or NOT placed in all required areas - Just setting on floor NOR700-701 (Classroom):</p> <p>10: (D) Fire extinguisher is missing NOR700-702 (Classroom):</p> <p>10: (D) Fire extinguisher is missing NOR700-703 (Classroom):</p> <p>10: (D) Fire extinguisher is missing NOR700-704 (Classroom):</p> <p>7: (D) Light fixture not working (possible ballast) - Custodian already replaced bulbs</p> <p>10: (D) Fire extinguisher is missing</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>NOR700-709 (Classroom):</p> <p>9: (D) A Leak is evident - South middle wall sink faucet anti-siphon leaks</p> <p>12: (D) Some of the heavy slate counter tops are very loose/unattached</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>NOR300-328 (Restroom):</p> <p>4: (D) Ceiling tiles have holes or stains - patches on ceiling have not been painted</p> <p>15: (D) New door locks for staff R/R can be unlocked with key when some one is using the R/R.</p> <p>NOR300-331 (Restroom):</p> <p>15: (D) New door locks on staff R/R can be unlocked with key with some one using the R/R</p> <p>NOR300-344 (Classroom):</p> <p>4: (D) Ceiling tiles have holes or stains - See what caused the stain and place work order (if needed)</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access - Wire-mold behind teacher's desk is missing a couple feet of it's cover</p> <p>14: (D) Significant cracks, trip hazards, holes, and deterioration are found - Handicap (rubber) ramp outside south door is loose and is a trip hazard.</p> <p>NOR300-345B (Utility):</p> <p>15: (D) Closet door knob/lock is not functioning for teacher's supplies ate in there.</p> <p>NOR300-345C (Utility):</p> <p>15: (D) Closet door knob/lock is not functioning for teacher's supplies ate in there.</p> <p>NOR300-346 (Utility):</p>

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15: (D) Key will not unlock door. This room has mechanical equipment in it that need to be accessed.
NOR500-506 (Classroom):
2: (D) Vents are damaged or missing

Notes: Needs exhaust hood in kiln area.
7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.
15: (D) Doors are NOT intact

Notes: Door is falling apart.
NOR600-604 (Locker Room):
15: Boys locker room rear exit door is out of alignment. It does not close.
NOR700-705 (Classroom):
7: (D) Outlet looks like some one put a paperclip in it, has burn marks.
15: (D) No teacher nor anyone on site has a key to the cabinets. Supplies cannot be locked from students and some supplies cannot be accessed by the teacher.
NOR800-822 (Classroom):
4: (D) Walls appear to have hazards from tears and holes

Notes: Peeling cork walls.
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Missing cover plate.
15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Windows don't open easily. Needs door stopper.
NOR800-828 (Classroom):
4: (D) Walls appear to have hazards from tears and holes

Notes: Wall bead by window is coming off the wall.
7: (D) Light fixture not working (possible ballast)

Notes: Ballast out.
15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: No door stopper.
NOR800-831 (Classroom):
4: (D) Ceiling tiles are missing

Notes: Falling ceiling tile.
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Lose receptacles.

School Facility Conditions and Planned Improvements

15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Graffiti scratched into window.

(D) Doors are NOT intact

Notes: Missing LOCK-BLOCK. Also needs door stop.
NOR800-840 (Classroom):

4: (D) Flooring is damaged

Notes: Teacher said it needs new carpet.

15: (D) Doors are NOT intact

Notes: Needs door stop. Also door sticks on ramp.
NOR800-845 (Classroom):

2: (D) There is inadequate air supply to the area

Notes: Circulating fan is turning off.

7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Notes: T.S. department. Ethernet falling out of wall.

15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Door shuts hard.

NORGR-POOL (Pool):

5: (D) Restrooms, drinking fountains, food preparation and/or serving areas appear to NOT have been cleaned each day that school is in session

Notes: Sink drainage has not been cleaned in a while.

15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Green privacy screen is tearing away.

(D) Windows are NOT intact and there is evidence of cracks

Notes: Fly screen in concession stand needs to be fixed or replaced.

NORGR-TENNISCOU (Courts):

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Notes: Broken/missing weatherproof receptacle cover.

15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)

Notes: Green privacy screen is missing and torn in some areas.

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	48	46	46	44	47	46
Mathematics (grades 3-8 and 11)	12	16	30	31	33	34

2022-23 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	544	535	98.35	1.65	46.17
Female	246	244	99.19	0.81	54.10
Male	298	291	97.65	2.35	39.52
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Black or African American	61	59	96.72	3.28	40.68
Filipino	--	--	--	--	--
Hispanic or Latino	398	395	99.25	0.75	44.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	38.89
White	44	40	90.91	9.09	60.00
English Learners	96	93	96.88	3.12	1.08
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	40.00
Military	69	69	100.00	0.00	39.13
Socioeconomically Disadvantaged	468	460	98.29	1.71	43.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	3.08

2022-23 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	544	533	97.98	2.02	16.32
Female	246	243	98.78	1.22	19.34
Male	298	290	97.32	2.68	13.79
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	69.23
Black or African American	61	59	96.72	3.28	16.95
Filipino	--	--	--	--	--
Hispanic or Latino	398	393	98.74	1.26	12.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	11.11
White	44	40	90.91	9.09	37.50
English Learners	96	93	96.88	3.12	1.08
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	0.00
Military	69	69	100.00	0.00	10.14
Socioeconomically Disadvantaged	468	458	97.86	2.14	12.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	65	98.48	1.52	1.54

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.18	20.22	26.85	27.64	29.47	30.29

2022-23 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	1001	993	99.20	0.80	20.18
Female	474	473	99.79	0.21	21.87
Male	525	518	98.67	1.33	18.73
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	66.67
Black or African American	96	95	98.96	1.04	19.15
Filipino	--	--	--	--	--
Hispanic or Latino	737	734	99.59	0.41	16.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	41	100.00	0.00	20.00
White	84	80	95.24	4.76	41.25
English Learners	165	161	97.58	2.42	0.62
Foster Youth	--	--	--	--	--
Homeless	31	30	96.77	3.23	10.34
Military	128	128	100.00	0.00	15.63
Socioeconomically Disadvantaged	846	839	99.17	0.83	15.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	121	120	99.17	0.83	3.36

2022-23 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, communicate effectively, work in teams, and solve problems. The district has 42 pathways in 26 distinct programs - five State-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 provide 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 Trades; Education, Child Development & Family Services; Engineering & Architecture; Health Science & Medical Technology; Hospitality, Tourism & Recreation; Information and Communication Technologies; Public Services; Transportation

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 Intermediate Healthcare Administrative Services

RCOE Advanced Patient Care - Allied Health

RCOE Advanced Patient Care - Medical Assisting Clinical

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 IT Cybersecurity Fundamentals

RCOE Advanced Cybersecurity

King

Arts, Media and Entertainment: Production and Managerial Arts

Film, TV & Video Production (ROP)

RCOE Digital Film Production II

RCOE Digital Film Production III

Technical Theater & Live Event Production

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

2022-23 Career Technical Education Programs

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

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

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
Digital Marketing Through Social Media

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

North
Agriculture: Soil & Plant Science/Energy: Environmental Resources
SSP Name: Modern Environmental Sustainability Solutions (MESS)
Environmental Science - CTE
Urban Sustainable Agriculture
Urban Sustainable Living

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 Intermediate Sports Medicine
RCOE Advanced Sports Medicine
Public Services: Public Safety
Law & Public Services - CPA Name: Law and Protective Services Academy

2022-23 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
Professional Photography I
Professional Photography II

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

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

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

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

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

2022-23 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 Intermediate Patient Care - Body Systems
RCOE Advanced Patient Care - Allied Health
RCOE Advanced Patient Care - Medical Assisting Clinical

Lincoln
Health Science and Medical Technology: Patient Care
Health Careers & Patient Care (ROP)
RCOE Intermediate Healthcare Administrative Services
RCOE Advanced Patient Care - Allied Health

Transportation: Systems Diagnostics, Service and Repair
Automotive Technology (ROP)
RCOE Intermediate Automotive Technology
RCOE Advanced Automotive Technology

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

Riverside Virtual School
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

2022-23 Career Technical Education Programs

International Business
Business Technology & 21st Century Skills

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	757
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	88.6
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.17
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.98

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	94.40%	94.40%	94.40%	94.40%	84.60%

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.

2023-24 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 as well as various booster club and specialized programs and organizations (AVID, California Partnership Academies, Sports) across campus. Parents are also encouraged to participate in our Heritage and Legacy A-G College Readiness Programs for African American and Latino Students Parent Groups as well as the district DAAPAC Group and we are striving to re-establish a AAPAC Group onsite. 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.7	3.3	3.1	2.2	3.2	3.6	9.4	7.8	8.2
Graduation Rate	94.4	94.7	95.3	94.3	94.1	92.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	425	405	95.3
Female	213	205	96.2
Male	210	198	94.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	34	32	94.1
Filipino	--	--	--
Hispanic or Latino	313	296	94.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	38	38	100.0
English Learners	64	55	85.9
Foster Youth	--	--	--
Homeless	27	25	92.6
Socioeconomically Disadvantaged	374	355	94.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	49	43	87.8

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2358	2283	505	22.1
Female	1130	1090	235	21.6
Male	1222	1188	269	22.6
Non-Binary	6	5	1	20.0
American Indian or Alaska Native	13	13	4	30.8
Asian	55	54	11	20.4
Black or African American	232	224	49	21.9
Filipino	24	24	2	8.3
Hispanic or Latino	1766	1713	375	21.9
Native Hawaiian or Pacific Islander	21	20	9	45.0
Two or More Races	38	36	9	25.0
White	169	162	42	25.9
English Learners	415	398	99	24.9
Foster Youth	10	9	6	66.7
Homeless	88	82	34	41.5
Socioeconomically Disadvantaged	2054	1992	462	23.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	336	328	114	34.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.08	8.62	7.00	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.58	0.04	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7	0.04
Female	6.11	0.09
Male	7.86	0
Non-Binary		
American Indian or Alaska Native	7.69	0
Asian	1.82	0
Black or African American	8.62	0
Filipino	0	0
Hispanic or Latino	7.08	0.06
Native Hawaiian or Pacific Islander	14.29	0
Two or More Races	2.63	0
White	7.1	0
English Learners	5.78	0
Foster Youth	0	0
Homeless	6.82	0
Socioeconomically Disadvantaged	7.69	0.05
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.12	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	21	70	19	29
Mathematics	22	54	18	25
Science	22	41	15	21
Social Science	22	45	16	25

2022-23 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	362.17

2022-23 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
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	9,236.09	1,843.58	7,392.51	97,350.69
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	6.6	0.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-0.2	13.1

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.2
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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	6
Science	3
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	18

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

Professional Development

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.

During the 2023-2024 School Year The Site Leadership Team is participating in Year three of the MTSS roll out. This training has focused on Student Behavior Expectations and Interventions and is now shifting to Academic Interventions. As a site we have implemented "Husky Hour" as an within the school day academic Intervention time where students can connect with teachers regarding missed assignments and test. The district at each secondary High School site has introduced the concept of Structured Math 1 and provided training and methodologies to all site Math 1 teachers and also implemented a system where our students who our challenged in Math 1 have a class size limit of 20 and all have the same Math 1 teacher. Various teachers at our site have also received IB training, AP, and AVID Training during the summer and during the school year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	8	14	10