

Corona High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Corona High School
Street	1150 W. Tenth Street
City, State, Zip	Corona, CA 92882
Phone Number	(951) 736-3211
Principal	Dr. Antonio Gonzalez
Email Address	aggonzalez@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us/cohs
County-District-School (CDS) Code	33670333331600

Entity	Contact Information
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
Email Address	mclin@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Corona High School's Fundamental Purpose Statement (Mission Statement):

Discover your passion.

Own your success.

Create you future.

Student Learner Outcomes (SLOs)

ALL GRADUATES OF CORONA HIGH SCHOOL WILL DEMONSTRATE:

Academic and Career Skills

- Students read and analyze grade-level appropriate material in all courses and content.
- Students write with coherence and focus for a variety of tasks and purposes.
- Students are able to initiate and participate in a range of collaborative discussions and present information effectively and strategically.
- Students employ technology productively and responsibly across the curriculum.

CNUSD LCAP Goals: 1, 2, 3, 4

Applied Knowledge

- Students demonstrate mastery of the California Learning Standards by regularly engaging in relevant and rigorous performance tasks.
- Students frequently analyze, synthesize, and evaluate multiple forms of information (e.g. multimedia, speeches and digital/print texts).
- Students are required to think creatively, make decisions, and solve complex problems in preparation for college, career, and life beyond high school.

CNUSD LCAP Goals: 1, 2, 4

Responsible Behavior and Global Citizenship

- Students demonstrate personal and civic accountability by recognizing collective challenges and working collaboratively to solve them.
- Students learn to maintain positive, healthy interdependent relationships thus allowing them to respond effectively to stress, conflict, and change.
- Students can choose between various post-secondary pathways to set meaningful personal, academic, and career goals based on their individual strengths and interests.

CNUSD LCAP Goals: 1, 2, 3, 4, 5, 6

At the beginning of the 2016-2017 school year, Corona High School's administration and leadership team revised the SLOs to reflect our fundamental purpose. Achievement of the SLOs is an ongoing process and is being incorporated into the curriculum of each department. In our PLCs, stakeholders examine data to inform the needs of all students, they discuss the incorporation of common teaching and assessment practices, and they collaborate to design rigorous lessons that result in relevant learning.

With a significant change in administration during the 2015-2016 school year, Corona High experienced a shift in vision. Collaboratively with the stakeholders, the administration team created the following vision statement:

Corona High School will provide every student with the opportunity to discover their passion (coursework/pathways), own their success (accountability), and create their future (developing skills/critical thinking).

Corona High School is the oldest school in the Corona Norco Unified School District, having been established in 1896. One of five comprehensive high schools, the campus is located on 25 acres, 5 miles east from the Orange County border in Riverside County. The school serves a primarily residential area, composed of both newer construction and existing homes and apartments. The families it serves come from a wide cross-section of the socio-economic spectrum. Because of its long history, the school has close ties with the community. Approximately 20% of teachers and staff members are graduates of the Corona-Norco Unified School District and many of Corona's residents are alumni of the school. Corona High School is proud that 15% of the staff has children who are currently attending the school. The first graduating class of 1896 consisted of one student; the class of 2016 graduated 649 students with a diploma, eight students earned a certificate of promotion, and five students earned a certificate of completion. Corona High School will proudly celebrate its 120th graduating class in June of 2017.

Corona High School lives up to its longstanding motto: "A Tradition of Excellence." The present campus was opened in 1961, and was modernized in 1998. In the fall of 2005, Corona High School opened its new state-of-the-art Performing Arts Center, and it is considered to be one of the premier facilities in Southern California. A new administration office, stadium/field, aquatics center, and auxiliary gymnasium are all a part of Corona High School's campus expansion and sports facility upgrade. During the 2015-2016 school year, the main gym was upgraded. This upgrade included two new team rooms, improved bathrooms, a new snack bar, one office, a ticket booth, and a state-of-the-art sound and media system. This year the school is renovating the PE boys' and girls' locker rooms.

Recognized as a California Distinguished School in 2007, Corona High School provides standards-aligned classroom instruction for students 9th through 12th grades. In 2017, the school was a recipient for the California Gold Ribbon Award for its work in closing the achievement gap and was also named a 2016 Honor Roll School. It currently holds a six-year accreditation from the Western Association of Schools and Colleges (2014-2020). A three-year, one-day revisit was conducted in April 2017, where the school received further validation and has a full accreditation visit scheduled for March 2020.

Corona High School offers rigorous courses which provide strong academic preparation for post-secondary training. Corona High School provides additional courses to support all students, along with the college preparatory programs which include AVID, Puente & Upward Bound. Corona is currently the only high school in the district to offer both a Biomedical and Engineering Pathway that utilizes the Project Lead the Way curriculum (the only nationally recognized STEM curriculum). Corona HS also offers extra-curricular clubs, competitive sports, and student government courses. Educational programs are provided to enhance educational opportunities for English Learners, disadvantaged, and Special Education students. The Odyssey Ware online program helps students to improve grades and recover lost credits. Corona High School students may take courses in Vocational Certification, Career Technical Education, and the Teen Parent and Infant Development Programs. Honors and Advanced Placement courses are available to academically talented and motivated students in the following areas: Language Arts, Integrated Math 2, PreCalculus, Statistics, Calculus, Studio Art, World History, European History, U.S. History, American Government, Economics, Psychology, Biology, Chemistry, Physics, Environmental Science, Spanish and Human Geography. Just this year, the school expanded its course offerings in the Corona STEM Academy to include Aviation and Computer Science. The 2018-19 school year is also the first year for the school's Dual Language Immersion program. Corona is now the second high school in the district to offer DLI and will see its first graduating cohort in 2022.

Since 2016, Corona High School's administration team has conducted site leadership retreats with representation from each subject area. As a team we re-examined our mission statement, fundamental purpose and vision statement and used all three to revise our SLOs. Our goal as a leadership team is to promote, ensure and assist all staff to incorporate our vision statement, fundamental purpose, mission statement and SLOs into student learning every day. These summer retreats will continue to allow opportunities to refine our instructional program.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	640
Grade 10	652
Grade 11	572
Grade 12	581
Total Enrollment	2,445

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.2
Asian	3
Filipino	1.6
Hispanic or Latino	73.3
Native Hawaiian or Pacific Islander	0.2
White	18.1
Two or More Races	0.5
Socioeconomically Disadvantaged	67.6
English Learners	14.1
Students with Disabilities	15.3
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	123	116	111	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	9	10	11	101

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 3, 2019

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 3, 2019, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Pearson My Perspective English Language Arts, CA Student Edition, 2008 Bedford Fremont and Worth Pub. The Language of Composition:Reading,Writing, Rhetoric Student 2007, 1997 Prentice Hall, AP Literature and Composition: An Introduction of Fiction, Poetry & Drama, 1999, Journalism Today, 5th ED 1998 NTC Contemporary, 2018 iLit CA InspireLiteracy Pearson 2017, 2008 Hampton Brown Edge Fundamentals , 2008 Hampton Brown Edge Level A		0%
Mathematics	2008 Integrated Math I,II & III envision Integrated Mathematics I, II & III Common Core 2019 Pearson Student Edition + Digital Courseware, 2012 Financial Algebra (11-12) Cengage Learning 2018,Financial Algebra: Advanced Alegebra with Financial Applications, 2nd Student Edition + MIndTap, 2008 Trigonometry 1-A-1-B (11-12) Prentice Hall 8th Edition Lial Trigonometry Student Edition, 2008 Pre-Calculus 1A-1B (10-12) Cengage 2020 Precaluculus with Limits:A Graphing Approach, 8th Student Edition + Webassign, 2008 Pre-Calculus 1A-1B Honors (10-12) Cengage 2020 Precalculus with Limits: AGraphing Approach, 8th Student Edition + WebAssign, 2008 Calculus 1A-1B (10-12) Cengage 2017 Calculus for AP Student Edition + WebAssign+online Fast tract to a (6-year access) Larson/battaglia 1st Edition, 2008 Calculus AP)11-12) Cengage 2017 Calculus for AP Student Edition + WebAssign + Online Fast Tack to 5 (6-year acess)Larson/Battaglia 1st Edition, 2008 Statistics (10-12) Bedford,Freeman & Work 3rd Edition MPS 2017 Statistics and Probability with Applications Student Edition, 2008 Statistics 1A-1B AP (11-12) Bedford, Freeman & Worth 6th Edition MPS 2020 The Practice of Statistics Student Edition, 2012 Statistical Reasoning in Sports (11-12) VHPS-Bedford Fremont Worth Publishing Statistical Reasoning in Sports 2011 Tabor and Franklin, Freeman Publishing, 2016 Finite Math 1S-1B (11-12) Cengage 2016 Finite Mathematics for the Managerial, Life and Social Sciences		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	11th, Brooks, Cole 2014 Student Edition, 1998 computer Science Advanced Placement /AB (11-12) Fundamentals of Java (TM): AP* Computer ScienceEssentials 4th Edition,		
Science	2007 Natural Science 1A-1B (9-12) Holt Cali Edition 2007, 2007 Biology 1A-1B (9-12) Prentice Hall Cali Edition, 2007 Biology 1A-1B (9-12) Holt Cali Edition Modern Biology Student Edition w/ Interactive Online w/ Live Ink,2014 Biology 2A-2B AP (11-12) Prentice Hall 2014 Edition, Campbell: Biology in Focus AP Edition & Test Workbook, 2007 Chemistry (10-12) Holt Cali Edition Chemistry Student Edition w/Interactive Online w/Live Ink,2007 Chemistry HR 1A-1B (10-12) Holt Cali Edition 2006 Modern Chemtry Student Edition w/Live Ink Online Reading Help, 2015 Chemistry 2A-2B AP (11-12) Pearson 2015 by Brown Lemay Bursten Murphy Woodward Stoltzfus, The central Science 13th Ed. Student Edition with TestPrep Workbook, 2007 Physics 1A-1B (10-12) Glencoe Cali 2008 Principals and Problems Student Edition, 2015 Physics 1A-1B & 2B AP (11-12) Prentice Hall 2015 College Physics: a strategic Approach 3e w/MP etxt Knight Coll Student Edition, 2007 Physics AP C (11-12) HOLT Thomson Learning Physics for Scientists/Engineers 7th Ed. Student Edition, 2007 Oceanography 1A-1B (10-12) Prentice Hall 2005 Essentials of Oceanography Student Edition, 2007 Astronomy (10-12) HOLT Thomson Learning Foundation of Astronomy 9th Ed. Student Edition, 2007 Anatomy & Physiology (10-12) Prentice Hall 2006 Fundamental of Anatomy & Physiology Martini Student Ed. 2011 Environmental Science (11-12), Pearson 2011 Environmental Science: Your World, Your Turn Student Edition + MyEnvironmental Science.com, 2007 Environmental Science AP HOLT Thomson Learning Living in the Environment: Principles, Connections and Solutions by Miller 15th Edition Student 2006 ,2007 Zoology 1A-1B Glencoe 2006 Integrated Principles of Zoology 13th Edition,		0%
History-Social Science	2006 Geography 1A-1B McDougal Littell California World Geography, 2012 Human Geography AP Pearson 2017 The Cultural		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Landscape: An Introduction to Human Geography, 2006 World History 1A-1B McDougal Littell California Modern World History Patterns of Interaction, 2006 World History Honors Glencoe California: Modern Times Student Edition, 2007 World History AP McGraw Hill 2017 Bentley, Traditions & Encounters: A Global Perspective on the Past, 2016 European History AP Cengage Learning Western Civilization: since 1300, 2006 U.S History1A-1B Glencoe California Edition: California the American Vision: Modern Times, 2015 U.S. History AP 1A-1B MPS Bedford/St.Martin 2014 American's History for the AP Course 8th Edition + Strive for a 5 for American's History, 2006 U.S Government Prentice Hall Magruder's American Government, 2006 U.S. Government AP Bedford, Freeman, Worth 2019 American Government:Stories of a Nation, 2006 Economics Prentice Hall CA Economics: Principals in Action, 2015 AP Macroeconomics McGraw Hill McConnell AP Economics, 2006 Psychology 1A-1B VHPS 2003 Edition Thinking about Psychology, 2006 Psychology AP 1A-1B VHPS 2007 Edition Psychology/Myers, 2012 Dual Language Immersion World History Prentice Hall 2007 Historia Del Mundo</p>		
Foreign Language	<p>2005 Introduction to Spanish Holt Cali Edition 2003 Ven Conmigo! Level 1 Student Edition, 2003 Spanish 1A-1B (9-12) HOLT Cali Edition 2003 Ven Conmigo Level 1 Student Edition, 2003 Spanish 2A-2B (9-12) HOLT Cali Edition 2003 Ven Conmigo! Level 2 Student Edition, 2003 Spanish 3A-3B (10-12) HOLT Cali Edition 2003 Ven Conmigo Level 3 Student Edition, 2013 Spanish 4A-4B AP (11-12) Pearson 2014 Abriendo Paso Temas Y Lecturas 2014 Student Edition, 2013 Spanish 4 AP Literature Houghton Mifflin Harcourt Bowen-Abriendo puertas: Ampliando persepectivas , 2002 Spanish for Native Speakers 1A-1B (9-12) Prentice Hall 2001 Sendas Literarias 1 Student Edition, 2002 Spanish for Native Speakers 2A-2B (9-12) Prentice Hall 2001 Sendas 2 Literarias Student Edition, 2002 French 1A-1B (9-12) EMC Paradigm 2002 C'est a Toi! Level 1</p>		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	student edition, 2002 French 2A-2B (10-12) EMC Paradigm 2002 C'est A Toi! Level 2 Student Edition, 2001 French3A-3B (11-12) French Honors/Pre-AP(9-12) EMC Paradigm 2002 C'est A Toi! Level 3 Student Edition, 2002 German 1A-1B (9-12) HOLT 2003 Komm Mit! Level 1 Student Edition, 2002 German 2A-2B (9-12) HOLT 2003 Komm Mit! Level 2 Student Edition, 2002 German 3A-3B (9-12) HOLT 2003 Komm Mit Level 3 Student Edition-Holt, 2002 German 4A-4B AP (11-12) HOLT 2002 Kaleidoskop 6th Edition Student Edition, 2010 Chinese 1A-1B(9-12) Cheng & TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 1 Student Edition simplified Character, 2010 Chinese 2A-2B (9-12) Cheng & TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 2 Student Edition, 2011 Chinese 3A-3B (9-12) Cheng & Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 1 Student Edition Simplified & Traditional 2012 Chinese 4A4B (11-12) Cheng & Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 2 simplified & Traditional Student Edition, 2012 Chinese for Native Speakers 1A-1B (9-12) Cheng & Tsui 2008 Beyond the Basics Student Edition, 2012 Chinese for Native Speakers 2A-2B (10- 12) Cheng & TSUI 2008 Integrated Chinese Level 2 part 1 Student Edition Simplified & Trandtional,		
Health	2006 Physical Education Glencoe 2005, Foundation of Personal Fitness, 2008 Health (9-12) Holt 2009, Lifetime Health		0%
Visual and Performing Arts	2007 Digital Photography: Focus on photography Davis Pub, Instruction to digital Photography Prentice Hall, 2001 Photography A short course in Photography Prentice Hall, 2002 Photography 2A-2B Photography London Pearson Ed., 1998 Calligraphy Lettering, Watson-Guptill, 1998 History of Art A.P. AP Art History MyArtsLab, Prentice Hall 2014, 2015 History of Video Games the Ultimate History of video games Three Rivers Press 2010, 1990 TV Production, Glencoe-McGraw-Hill Co 89, 1997 Introduction to media Production Understanding Non-Meda, Jawitz, Nat'l Textbook 96', 1997 Video Production 1A-1B Video Basics, Zettle, Wadsworth Publishing,		0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Int. Thompson 95, 1998 Multimedia/Web Page Design Multimedia, Making it work Vaughan, McGraw 1996, 1999 Theatre Technology, Theatre Arts, Theatre Prod. The stage and the school, Glencoe/McGraw Hill, 2000 Studio Arts 1A-1B AP, 2005 Visual Arts Arttalk Student Edition 05 Glencoe, 2005 Visual Arts 2a-2B The Visual Experience Student Davis, 2003 Contemporary Media 1A1B Apple computer 1-apps: i-movie Adobe Photshop, 2012 Contemporary Media 2A-2B Scholastic Art, 2005 Drawing and Painting 1A-1B Discovering Drawing Student Edition, Davis, 2005 Ceramics 1A-1B Experience Clay Student Edition Davis, 2013 Dance performance 3 Dance Composition Basics, 2002 Music Theory 1a-1B Music & Theory Practice, 2002 Music Theory 2A-2B AP Music & Theory Practice, 1990 Music Through the Ages, A living Language W.W. Norton & CO, 2010 Graphic Design 1A-1B Design Basics Index Krause J How, 2015 Fashion 1 & 2 Goodheart-Willcox co., 1999 Choir-Beginning, essential Repertoire for Developing Choir Hal Leonard Publisher 1995, Treble Choir Two treble Hal Leonard Publisher 1995, Treble Choir-Advanced Essential Repertoire for the Concert Choir , Three Treble, Hal Leonard Publisher 1995,		

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Corona High School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

2017-18 Improvements in Process:

- Updating, rearranging, and adding additional tables in cafeteria
- Updating counseling office
- Update locker rooms (begin April 2018)
- Remodel metal shop (June 2018)
- Install new dust vent system in wood shop and new vent system in engineering lab

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Six day custodians and eight evening custodians are assigned to Corona High School. The day custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Groundskeeping
- Office area cleaning
- Restroom cleaning
- Pool maintenance

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Large facility cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspection

The district's maintenance department inspects Corona High School on an annual basis in accordance with Education Code §17592.72(c)(1). Corona High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs.

The most recent school inspection took place on Sunday, August 06, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, campus security officers, custodians, and teachers patrol the campus, entrance areas, and designated common areas. Administrators, campus security officers, and custodians monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, campus security officers, and custodians monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Corona High School is a closed campus. During school hours, all visitors must have their government issued ID scanned into the Raptor Visitor Management System which then prints out a customized identification badge to wear while on school grounds.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 4/5/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	ADMIN AREA: 4. WATER STAIN CEILING TILES ATTENDANCE: 4. WATER STAIN CEILING TILES THROUGHOUT CONF. RM: 4. WATER STAIN CEILING TILES KITCHEN: 4. CEILING TILE IS MISSING 7. WATER STAIN IN LIGHT DIFFUSER 14. CONCRETE HAS HOLES ON WALKWAY AT LUNCH AREA/ TRIP HAZARD LIBRARY: 4. WATER STAIN CEILING TILES REGISTRAR OFC: 4. WATER STAIN CEILING TILES RESOURCE: 4. WATER STAIN CEILING TILES RM 0 2: 4. CEILING TILE IS CRACKED 14. TRIP HAZARD AT ASPHALT CEMENT SEAM RM B 6: 4. WATER STAIN CEILING TILES/ CARPET IS WORN 12. DRY ROT ON SIDING RM B 9: 4. WATER STAIN CEILING TILES RM C 1: 4. WATER STAIN CEILING TILES RM C 4: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY RM E 1: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS BROKEN RM E 2: 4. WATER STAIN CEILING TILES RM E 3: 4. WATER STAIN CEILING TILES RM E 4: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING RM F 7: 4. WATER STAIN CEILING TILES 7. FLOOR OUTLET COVERS ARE MISSING RM G 4: 4. WATER STAIN CEILING TILES RM H 3: 4. WATER STAIN CEILING TILES RM H 4: 4. WATER STAIN CEILING TILES RM H 6: 4. WATER STAIN CEILING TILES 14. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD RM H 8: 4. WATER STAIN CEILING TILES RM I 2: 4. WATER STAIN CEILING TILES RM I 4: 4. WATER STAIN CEILING TILES RM I 5: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL/ WATER STAIN CEILING TILES RM I 8: 4. WATER STAIN CEILING TILES

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>RM J 3: 4. WATER STAIN CEILING TILES RM J 6: 4. CEILING TILE IS CRACKED RM K 1: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY RM K 2: 4. WATER STAIN CEILING TILES RM K 3: 4. WATER STAIN CEILING TILES RM K 5: 4. CEILING TILES ARE CRACKED RM K 6: 4. CEILING TILE HAS HOLE/ WATER STAIN CEILING TILES RM K 7: 4. WATER STAIN CEILING TILES RM L 1: 4. WATER STAIN CEILING TILES RM L 10: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN RM L 11: 4. WATER STAIN CEILING TILES RM L 12: 4. WALLPAPER IS TORN AT ENTRY/ WATER STAIN CEILING TILES RM L 13: 4. CEILING TILE IS CRACKED/ WATER STAIN CEILING TILES 12. DRY ROT ON SIDING AND SKIRTING RM L 2: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM L 3: 4. WATER STAIN CEILING TILES RM L 4: 4. WATER STAIN CEILING TILES RM L 5: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED RM L 6: 4. WATER STAIN CEILING TILES RM L 7: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 14. CONCRETE IS CRACKED WITH HOLES RM L 8: 4. WATER STAIN CEILING TILES RM L 9: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY RM O 10: 4. WATER STAIN CEILING TILES THROUGHOUT/ CEILING TILE IS BROKEN/ CEILING TILE IS MISSING RM O 14: 4. SMALL WATER STAIN CEILING TILES RM O 4: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE CRACKED RM O 6: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE 7. LIGHT DIFFUSER IS MISSING RM O 7: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING RM O 8: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS CRACKED RM O 9: 4. WATER STAIN CEILING TILES RM P 1: 4. WATER STAIN CEILING TILES RM P 10: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING 11. PAINT IS CHIPPING ON GUTTER</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		RM P 4: 4. WATER STAIN CEILING TILES RM P 5: 4. SMALL WATER STAIN CEILING TILE/ CEILING TILE IS CRACKED RM P 6: 4. WATER STAIN CEILING TILES 7. SPEAKER IS LOOSE ON CEILING 14. METAL SCREEN IS PROTRUDING ON SIDING/ INJURY HAZARD RM P 7: 4. WATER STAIN CEILING TILES RM P 8: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN 7. OUTLET COVERS ARE MISSING RM S 107: 4. SMALL WATER STAIN CEILING TILES IN PREP ROOM RM S 201: 4. WATER STAIN CEILING TILES RM S 202: 4. WATER STAIN CEILING TILES RM S 203: 4. WATER STAIN CEILING TILES RM S 204: 4. WATER STAIN CEILING TILES RM S 206: 4. WATER STAIN CEILING TILES RM S 207: 4. SMALL WATER STAIN CEILING TILES RM S 211: 4. WATER STAIN CEILING TILES STUDENT STORE: 4. WATER STAIN CEILING TILES WRESTLING RM: 4. CEILING TILES ARE CRACKED AND MISSING 7. 6 LIGHT DIFFUSERS ARE MISSING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	KITCHEN: 4. CEILING TILE IS MISSING 7. WATER STAIN IN LIGHT DIFFUSER 14. CONCRETE HAS HOLES ON WALKWAY AT LUNCH AREA/ TRIP HAZARD RM B 10: 7. OUTLET COVER IS MISSING RM E 1: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS BROKEN RM E 4: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING RM F 7: 4. WATER STAIN CEILING TILES 7. FLOOR OUTLET COVERS ARE MISSING RM K4: 7. LIGHT PANEL IS OUT RM O 6: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE 7. LIGHT DIFFUSER IS MISSING RM O 8: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS CRACKED RM P 6: 4. WATER STAIN CEILING TILES 7. SPEAKER IS LOOSE ON CEILING 14. METAL SCREEN IS PROTRUDING ON SIDING/ INJURY HAZARD

System Inspected	Rating	Repair Needed and Action Taken or Planned
		RM P 8: 4. WATER STAIN CEILING TILES/ WALLPAPER IS TORN 7. OUTLET COVERS ARE MISSING RM P 9: 7. LIGHT SWITCH COVER IS CRACKED 12. DRY ROT ON SIDING/ SCREEN IS MISSING ON SIDING RM S 210: 7. WATER STAIN IN LIGHT DIFFUSER IN HALLWAY WRESTLING RM: 4. CEILING TILES ARE CRACKED AND MISSING 7. 6 LIGHT DIFFUSERS ARE MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GYM: 9. DRINKING FOUNTAIN BASE PLATE IS LOOSE
Safety: Fire Safety, Hazardous Materials	Good	RM C 3: 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM L 2: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR RM L 7: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR 14. CONCRETE IS CRACKED WITH HOLES RM P 10: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING 11. PAINT IS CHIPPING ON GUTTER
Structural: Structural Damage, Roofs	Good	ADULT ED: UNDER CONSTRUCTION 12. DRY ROT ON SKIRTING RM B 6: 4. WATER STAIN CEILING TILES/ CARPET IS WORN 12. DRY ROT ON SIDING RM B 8: 12. DRY ROT ON RAMP RM O 11: 12. DRY ROT ON SKIRTING RM O 12: 12. DRY ROT ON SKIRTING 14. TRIP HAZARD AT RAMP ENTRY RM P 10: 4. WATER STAIN CEILING TILES 12. DRY ROT ON SKIRTING 11. PAINT IS CHIPPING ON GUTTER RM P 9: 7. LIGHT SWITCH COVER IS CRACKED 12. DRY ROT ON SIDING/ SCREEN IS MISSING ON SIDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BOYS RR: 14. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD KITCHEN: 4. CEILING TILE IS MISSING 7. WATER STAIN IN LIGHT DIFFUSER 14. CONCRETE HAS HOLES ON WALKWAY AT LUNCH AREA/ TRIP HAZARD

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>MEN'S RR: 14. CONCRETE IS CRACKED WITH HOLES</p> <p>RM O 2: 4. CEILING TILE IS CRACKED 14. TRIP HAZARD AT ASPHALT CEMENT SEAM</p> <p>RM C 4: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY</p> <p>RM F 4: 14. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD</p> <p>RM H 6: 4. WATER STAIN CEILING TILES 14. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD</p> <p>RM I 3: 14. CONCRETE IS RAISED ON WALKWAY/ TRIP HAZARD</p> <p>RM J 8: 14. DOOR STOP IS LOOSE ON WALKWAY/ HOLES IN CONCRETE ON WALKWAY</p> <p>RM K 1: 4. WATER STAIN CEILING TILES 15. DOOR DOES NOT CLOSE PROPERLY</p> <p>RM K 8: 4. CONCRETE HAS HOLE ON WALKWAY/ TRIP HAZARD</p> <p>RM L 7: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON INTERIOR OF DOOR</p> <p>14. CONCRETE IS CRACKED WITH HOLES</p> <p>RM L 9: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD ON WALKWAY</p> <p>RM N 1: 15. DOOR DOES NOT CLOSE PROPERLY</p> <p>RM O 12: 12. DRY ROT ON SKIRTING 14. TRIP HAZARD AT RAMP ENTRY</p> <p>RM P 6: 4. WATER STAIN CEILING TILES 7. SPEAKER IS LOOSE ON CEILING 14. METAL SCREEN IS PROTRUDING ON SIDING/ INJURY HAZARD</p> <p>WOMAN'S RR: 14. CONCRETE IS UNEVEN/ TRIP HAZARD</p>
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	67	68	61	61	50	50
Mathematics (grades 3-8 and 11)	32	34	46	47	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	547	523	95.61	4.39	67.88
Male	286	274	95.80	4.20	62.77
Female	261	249	95.40	4.60	73.49
Black or African American	15	14	93.33	6.67	50.00
American Indian or Alaska Native					
Asian	18	16	88.89	11.11	68.75
Filipino	--	--	--	--	--
Hispanic or Latino	398	382	95.98	4.02	65.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	105	101	96.19	3.81	78.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	374	356	95.19	4.81	65.45
English Learners	90	83	92.22	7.78	26.51
Students with Disabilities	72	69	95.83	4.17	15.94
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	548	510	93.07	6.93	33.53
Male	287	270	94.08	5.92	35.56
Female	261	240	91.95	8.05	31.25
Black or African American	15	13	86.67	13.33	30.77
American Indian or Alaska Native					
Asian	18	17	94.44	5.56	58.82
Filipino	--	--	--	--	--
Hispanic or Latino	398	375	94.22	5.78	29.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	106	94	88.68	11.32	46.81
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	374	349	93.32	6.68	29.23
English Learners	90	82	91.11	8.89	3.66
Students with Disabilities	72	65	90.28	9.72	1.54
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Corona High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Corona High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- CTE/Regional Occupational Programs
- Workability
- Career Pathways

Individual student assessment of work readiness skills takes place through:

- Industry standard assessments
- Teacher developed assessments
- Teacher evaluations of program and student achievement levels

Work experience students are partnered with local employers, local retailers, food preparation companies, and food distribution companies that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

CTE/Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2016-17 school year, Corona High School offered the following career technical education programs as elective courses:

- Cabinet Making and Wood Products Pathway
- Engineering Design Pathway
- Automotive technology
- CTE Health Careers Pathway
- CTE Sports Medicine
- Welding & Materials Joining

Corona High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Corona High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary

education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1657
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	8

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.63
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.03

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	16.3	27.0	37.0

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, email, the school marquee, the school website, social media outlets (such as Twitter and Facebook), and our new Corona High School app (available in both Apple and Android formats). Contact the principal at (951) 736-3392 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Library Assistant
Classroom Assistant
Chaperone Activities
Book Room Volunteer
Booster Clubs Registration

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Site Council
Booster Clubs
Senior Dinner Dance Committee
WASC Focus Groups

School Activities

Back to School Night
Open House
Student Orientation
Student Performances
Athletics Events
Academic Decathlon
Student Award Ceremonies
NCAA Night
SAT Scoreback Night
Relay for Life Activities
Parent Awareness Nights (STEM, AVID, EL, etc.)

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.8	2.5	2.2	2.6	3.2	3.2	9.7	9.1	9.6
Graduation Rate	97	95.3	97.1	94.9	93.2	93.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.8	4.3	5.2	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.4	0.7	0.6	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Corona High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	32	39	30	28	32	30	34	26	27	37	29
Mathematics	23	12	3	4	29	14	33	36	26	25	42	20
Science	27	24	32	26	27	22	29	24	28	16	31	19
Social Science	27	26	21	31	26	25	27	28	26	25	16	32

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	305.6

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9480.767812	2028.712534	7452.055277	97,211.13
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	16.9	-0.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-0.7	16.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,059	\$48,612
Mid-Range Teacher Salary	\$94,278	\$74,676
Highest Teacher Salary	\$116,021	\$99,791
Average Principal Salary (Elementary)	\$127,372	\$125,830
Average Principal Salary (Middle)	\$131,977	\$131,167
Average Principal Salary (High)	\$138,657	\$144,822
Superintendent Salary	\$374,392	\$275,796
Percent of Budget for Teacher Salaries	41%	34%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	13	N/A
All courses	26	18.9

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

All training and curriculum development activities at Corona High School revolve around the California State Standards. Over the span of the 2016-17 school year through 2018-19, Corona High School held staff development training devoted to:

- Common Core State Standards Implementation
- Data Driven Decision Making
- Development of Teacher Web Page
- Educational Technology
- Mathematics Best Practices
- Next Generation Science Standards Implementation
- PBIS Training
- Professional Learning
- Sheltered Instruction Observation Protocol (SIOP)
- Student Engagement
- Student Personalization
- Instructional Rounds
- CTE curriculum development

- STEM education

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Corona High School supports ongoing professional growth throughout the year on during late start days and Professional Collaboration Time (PCT). Teachers meet in both grade level and department level to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Since the 2016-17 school year, Corona High School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- Active Shooter
- Benchmark Planning
- AP Euro Pilot Teacher Training
- AP Physics Collaboration
- AP Science Collaboration
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- World Language Training
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- ELD Textbook Adoption
- Engaging in Challenging Conversations
- AP Spanish Language Curriculum
- ERWC Writing
- Integrated Math 1, 2 & Math 3
- ERWC Diagnostic Assessment Scoring and Calibration
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SBAC Boot Camp
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Corona High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives. Since the inception of the Corona STEM Academy, there has been a focus on pathway development for not only our STEM teachers, but also for those in CTE and the visual/performing arts.