

Corona High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School 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
E-mail Address	aggonzalez@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/cohs
CDS Code	33670333331600

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

School Description and Mission Statement (School Year 2018-19)

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 fo 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 2017-18)

Grade Level	Number of Students
Grade 9	735
Grade 10	659
Grade 11	610
Grade 12	622
Total Enrollment	2,626

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	1.9
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	0.3
White	19.2
Socioeconomically Disadvantaged	68.5
English Learners	12.9
Students with Disabilities	14.3
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	123	123		116
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	10	0		10

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	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 2018-19)

Year and month in which data were collected: September 4, 2018

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 4, 2018, 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 2018-19 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2008 Bedford Fremont and Worth, The Language of Composition: Reading, Writing, Rhetoric Student 2004 Cengage Learning, High Point 2007 McGraw Hill-Wright Group, Achieving English Language Arts Success in California 2008 National Geographic / Hampton Brown, EDGE 2017 Pearson, myPerspectives 2008 Peoples Education, Measuring UP 1997 Prentice Hall, AP Literature and Composition 2002 Prentice Hall, Timeless Voices, Timeless Themes The British Tradition		0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	2008 Haese and Harris Publications, Mathematics for the International Student: Mathematics HL (Core), 2nd Edition 2008 HOLT Thompson Learning, Calculus-Single Variable with Vector Functions 2008 HOLT Thompson Learning, Precalculus: Mathematics for Calculus 2008 Math Teachers Press, Math Standard Mastery 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Geometry 2008 McDougal Littell, PreCalculus with Limits, A Graphing Approach 2007 Peoples Education, Measuring UP 2008 Prentice Hall, Algebra 2 2008 Prentice Hall, Calculus: Graphical, Numerical, Algebraic 2008 Prentice Hall, CME Integrated Math I, II & III 2008 Prentice Hall, Elementary Statistics Picturing the World 2008 Prentice Hall, Stats: Modeling the World 2008 Prentice Hall, Trigonometry 2012 VHPS-Bedford Fremont Worth Publishing, Statistical Reasoning in Sports		0%
Science	2007 Glencoe, Integrated Principles of Zoology 2007 Glencoe, Physics: Principles and Problems 2007 Holt, Chemistry 2007 Holt, Earth Science 2007 Holt, Modern Biology 2007 Holt, Modern Chemistry 2007 HOLT Thompson Learning, Astronomy 2007 HOLT Thompson Learning, Living in the Environment: Principles, Connections, and Solutions 2007 HOLT Thompson Learning, Physics for Scientists/Engineers 2015 Pearson, Chemistry: The Central Science 2011 Pearson, Environmental Science: Your World, Your Turn 2007 Prentice Hall, Biology, California Edition 2014 Prentice Hall, Campbell: Biology in Focus (AP Edition) 2015 Prentice Hall, College Physics: A Strategic Approach 2007 Prentice Hall, Essentials of Oceanography 2007 Prentice Hall, Fundamental of Anatomy & Physiology 2014 Prentice Hall, Higher Level Biology Science Laboratory Equipment		0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2010 Bedford/St. Martin's, Ethics for Modern Life 2016 Cengage Learning, Western Civilization: Since 1300 (AP Edition) 2006 Glencoe/McGraw-Hill, The American Vision: Modern Times 2006 Glencoe/McGraw-Hill, World History: Modern Times 2006 McDougal Littell, California Edition, World Geography 2006 McDougal Littell, Modern World History: Patterns of Interaction 2010 McDougal Littell, World Geography 2007 McGraw Hill, Bentley, Traditions & Encounters: A Global Perspective on the Past 2015 McGraw Hill, McConnell AP Economics 2015 MPS Bedford/St. Martin, America's History for the AP Course 2017 Pearson, Human Geography (AP Course) 2006 Pearson Prentice Hall, Economics Principles in Action 2006 Pearson Prentice Hall, Magruder's American Government 2006 Prentice Hall-Longman, American Government Continuity & Change (AP Course) 2006 VHPS, Psychology 1A-1B		0%
Foreign Language	2012 Cheng & Tsui Company, Beyond the Basics: Integrated Chinese 2010 Cheng & Tsui Company, Integrated Chinese Level 1 2011 Cheng & Tsui Company, Integrated Chinese Level 2 2002 EMC Paradigm, C'est A Toi! Levels 1, 2 & 3 2002 Holt, Kaleidoskop 2002 Holt, Komm Mit! Levels 1, 2 & 3 2003 Holt, Ven Conmigo! Level 1, 2 & 3 2013 Houghton Mifflin Harcourt, Bowen, Abriendo puertas: Ampliando perspectivas 2013 Pearson, Abriendo Paso (AP Spanish) 2013 Pearson, Abriendo Paso, Gramatica 2013 Pearson, Abriendo Paso, Temas y lecturas 2013 Prentice Hall, Allons Au Dela 2002 Prentice Hall, Sendas Literarias 1 & 2 2016 Vista Higher Learning, Imagina 3e		0%
Health	2006 Glencoe, Foundation of Personal Fitness 2008 Holt, Lifetime Health		0%

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ADMIN AREA: 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 REGISTRAR OFC: 4. WATER STAIN CEILING TILES RESOURCE: 4. WATER STAIN CEILING TILES RM B 2: 4. WATER STAIN CEILING TILES/ WATER DAMAGE TO CEILING RM B 6: 4. WATER STAIN CEILING TILES RM B 9: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL 7. OUTLET COVER IS MISSING RM F 4: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING RM G 4: 4. WATER STAIN CEILING TILES RM G 7: 4. CEILING TILE HAS HOLE RM G 8: 4. CEILING TILE IS CRACKED RM H 8: 4. WATER STAIN CEILING TILES RM I 2: 4. WATER STAIN CEILING TILES RM I 5: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL RM I 6: 4. WATER STAIN CEILING TILES RM K 1: 4. WATER STAIN CEILING TILES RM K 6: 4. CEILING TILE HAS HOLE RM K 7: 4. WATER STAIN CEILING TILES RM L 1: 4. WATER STAIN CEILING TILES RM L 12: 4. WALLPAPER IS TORN AT ENTRY RM L 13: 4. CEILING TILE IS CRACKED RM L 2: 4. WATER STAIN CEILING TILES RM L 6: 4. CEILING TILE IS CRACKED/ SMALL WATER STAIN CEILING TILES 14. FAUCET IS LEAKING ON WALKWAY RM L 7: 4. WATER STAIN CEILING TILES RM L 8: 4. WATER STAIN CEILING TILES RM L 9: 4. WATER STAIN CEILING TILES 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 RM O 8: 4. WATER STAIN CEILING TILES RM P 1: 4. WATER STAIN CEILING TILES

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 4/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		RM P 3: 4. WATER STAIN CEILING TILES RM P 5: 4. WATER STAIN CEILING TILES RM P 6: 4. WATER STAIN CEILING TILES RM P 7: 4. WATER STAIN CEILING TILES RM S 107: 4. SMALL WATER STAIN CEILING TILES IN PREP ROOM RM S 201: 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 208: 4. WATER STAIN CEILING TILES RM S 209: 4. WATER STAIN CEILING TILES IN HALLWAY RM S 211: 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 9: 4. RUBBER MOLDING IS MISSING AT BASE OF WALL 7. OUTLET COVER IS MISSING RM E 1: 7. LIGHT DIFFUSER IS BROKEN RM F 4: 4. WATER STAIN CEILING TILES 7. LIGHT DIFFUSER IS MISSING RM O 6: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE 7. LIGHT DIFFUSER IS MISSING 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 P 10: 11. PAINT IS CHIPPING ON GUTTER
Structural: Structural Damage, Roofs	Good	RM B 12: 12. DRY ROT ON RAMP RM O 11: 12. DRY ROT ON SKIRTING RM O 12: 12. DRY ROT ON SKIRTING RM P 9: 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		HOLES ON WALKWAY AT LUNCH AREA/ TRIP HAZARD RM O 2: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM RM F 4: 14. HOLE IN CONCRETE ON WALKWAY/ TRIP HAZARD RM F 7: 15. METAL WEATHER STRIPPING IS BENT ON DOOR FRAME/ INJURY HAZARD RM K 8: 4. CONCRETE HAS HOLE ON WALKWAY/ TRIP HAZARD RM L 6: 4. CEILING TILE IS CRACKED/ SMALL WATER STAIN CEILING TILES 14. FAUCET IS LEAKING ON WALKWAY WOMANS RR: 14. CONCRETE HAS HOLE ON WALKWAY/ TRIP HAZARD WOMANS RR: 14. CONCRETE IS UNEVEN/ TRIP HAZARD

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/6/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	62.0	67.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	25.0	32.0	45.0	46.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	578	553	95.67	67.45
Male	303	289	95.38	62.63
Female	275	264	96.00	72.73
Black or African American	15	14	93.33	57.14
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	82.35
Filipino	13	13	100.00	84.62
Hispanic or Latino	422	406	96.21	62.07
White	103	96	93.20	86.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	373	360	96.51	60.56
English Learners	73	68	93.15	17.65
Students with Disabilities	66	61	92.42	19.67
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	579	546	94.3	31.5
Male	304	283	93.09	32.86
Female	275	263	95.64	30.04
Black or African American	15	13	86.67	0
American Indian or Alaska Native	--	--	--	--
Asian	18	17	94.44	64.71
Filipino	13	13	100	61.54
Hispanic or Latino	423	401	94.8	27.18
White	103	95	92.23	42.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	374	354	94.65	25.42
English Learners	73	65	89.04	6.15
Students with Disabilities	68	61	89.71	1.64
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 2017-18)

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

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	95.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.4

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.8	27.7	32.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	2.6	1.8	2.5	4.1	2.6	3.2	10.7	9.7	9.1
Graduation Rate	96.6	97.0	95.3	92.4	94.9	93.2	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.5	93.9	88.7
Black or African American	87.5	96.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	92.0	100.0	94.9
Filipino	90.9	100.0	93.5
Hispanic or Latino	97.8	90.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	99.2	97.0	92.1
Two or More Races	100.0	97.7	91.2
Socioeconomically Disadvantaged	98.1	93.0	88.6
English Learners	66.7	62.0	56.7
Students with Disabilities	84.7	81.8	67.1
Foster Youth	50.0	68.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.8	3.8	4.4	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.5	0.4	0.7	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	34	38	37	27.0	32	39	30	28.0	32	30	34
Mathematics	21.0	15	10	2	23.0	12	3	4	29.0	14	33	36
Science	26.0	23	47	18	27.0	24	32	26	27.0	22	29	24
Social Science	26.0	29	23	35	27.0	26	21	31	26.0	25	27	28

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8	8.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	1844.824	6527.425	94145.16
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	7.4	-4.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	3.0	14.7

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 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	6	N/A
Social Science	18	N/A
All courses	33	22.2

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)

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.