

# Corona-Norco Unified School District Corona-Norco Alternative School

Grades 9 through 12  
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## 2016-17 School Accountability Report Card

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## Principal's Message

Welcome to our annual School Accountability Report Card. In compliance with Proposition 98, every school in California is to issue this document. We hope that students, parents, staff and our community find this resource useful. Inside, expect to find valuable information about our academic achievement, our professional staff, various curricular programs, instructional materials, safety procedures, classroom equipment and our campus environment.

Corona-Norco Alternative School is our Independent Study school. Housed on the Lee V. Pollard High School campus, students enjoy accessing a beautiful campus, engaging library and friendly staff. In partnership with Lee V. Pollard High School, students can enjoy participating in graduation ceremonies, grad night celebrations and other meaningful experiences. Through a multi-school agreement that we maintain with the California Interscholastic Federation (CIF), our students are allowed to participate in athletics at their home school.

Students meet with fully-credentialed teachers to receive individualized instruction, access district adopted materials, and to complete meaningful lessons and activities. Students work at an individual pace to meet their goals. We serve a wide variety of students with diverse needs. It is common for students to attend Corona-Norco Alternative School for a semester or two, then transfer back to their home school. Other students complete their course of study and graduate with us. Many go on to college, trade schools, the military or other career.

## Mission Statement

We seek to support students who work, who are behind in credits, who have challenging family situations, who have made mistakes, and who have made a real commitment to graduate from high school.

## School Profile

Corona-Norco Alternative School is located in the southern region of Corona and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2016-17 school year, 118 students were enrolled, including 15.3% in special education, 5.1% qualifying for English Language Learner support, and 50% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	1.70%	Grade 9	5
Amer. Indian or Alaskan Native	0.00%	Grade 10	20
Asian	0.80%	Grade 11	28
Filipino	0.00%	Grade 12	65
Hisp. or Latino	54.20%	Ungraded	0
Pacific Islander	0.00%		
Caucasian	39.00%		
Multi-Racial	4.20%		
Students with Disabilities	15.30%		
Socioeconomically Disadvantaged	50.00%		
English Learners	5.10%		
Foster Youth	0.80%		
Total Enrollment			118

## Student Achievement

### Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Due to the moderate number of students tested, and in order to protect confidentiality, fitness scores are not disclosed for Corona-Norco Alternative School.

### Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Corona-Norco Alternative School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Federal Intervention Program Status 2017-18		
	CNA	CNUSD
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2010-2011
Year in Program Improvement	N/A	Year 3
No. of Schools Currently in Program Improvement		8
% of Schools Currently in Program Improvement		61.5%

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

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Corona-Norco Alternative School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	42	33	59	59	48	48
Mathematics (grades 3-8 and 11)	3	3	43	45	36	37

Note: Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	45	30	66.67	33.33
Male	15	11	73.33	27.27
Female	30	19	63.33	36.84
African-Amer.	--	--	--	--
Hisp. or Latino	27	17	62.96	29.41
Caucasian	16	11	68.75	45.45
English Learners	--	--	--	--
Socioeconomically Disadvantaged	28	18	64.29	44.44
Students with Disabilities	--	--	--	--

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	45	29	64.44	3.45
Male	15	10	66.67	10.00
Female	30	19	63.33	0.00
African-Amer.	--	--	--	--
Hisp. or Latino	27	16	59.26	0.00
Caucasian	16	11	68.75	9.09
English Learners	--	--	--	--
Socioeconomically Disadvantaged	28	17	60.71	5.88
Students with Disabilities	--	--	--	--

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Corona-Norco Alternative School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (grades 5, 8, and 10)	--	14	64	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually

update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## Parent Involvement

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 email, flyers, the school marquee, the school website, ParentConnect, and text messages. Contact Principal Mike Ridgway at (951) 736-3367 for more information on how to become involved in your child's learning environment.

### **Committees**

English Learner Advisory Council  
 School Site Council  
 Safe Schools Committee

### **School Activities**

Back to School Night  
 Open House  
 ASB Sponsored Events  
 Graduation Night  
 Graduation Ceremony  
 Senior Awards Night

## **School Facilities & Maintenance**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Corona-Norco Alternative School's original facilities were built in 2005; 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:

- Upgrades to video production class
- New, flexible seating in English Language Arts classes
- Additional technology for CTE courses

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. Two day custodians and two evening custodians are assigned to Corona-Norco Alternative School. The day custodians are responsible for:

- Classroom cleaning
- Restroom cleaning

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

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

Campus Description	
Year Built	2005
Acreage	12.5
Square Footage	76387
	Quantity
Permanent Classrooms	2
Portable Classrooms	0
Restrooms (sets)	6
Computer Lab(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Cafeteria	1
Multipurpose Room(s)	1
Library	1
Odyssey Ware Credit Recovery Lab	1

### **Facilities Inspection**

The district's maintenance department inspects Corona-Norco Alternative School on an annual basis in accordance with Education Code §17592.72(c)(1). Corona-Norco Alternative 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 Tuesday, August 01, 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.

School Facility Good Repair Status Most Recent Inspection: Tuesday, August 01, 2017			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		



Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	Classroom D101 - Repair tile flooring
(11)	Administration Office Restrooms, Staff - Womens restroom toilet leaking
(12)	Administration Staff Lounge - Faucet leaking in lounge
(13)	Site Irrigation - Adjust irrigation for trees

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

**Rating Description**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. Students sign in at the front office upon arrival and dismissal. Students are supervised in the classroom by their appointed teacher.

Corona-Norco Alternative 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 Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Corona-Norco Alternative 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.

**Classroom Environment**

**Discipline & Climate for Learning**

Corona-Norco Alternative's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	14-15	15-16	16-17
	<b>CNA</b>		
% Students Suspended	0.4	0.0	0.0
% Students Expelled	0.0	0.0	0.0
	<b>CNUSD</b>		
% Students Suspended	2.4	2.7	2.9
% Students Expelled	0.1	0.2	0.1
	<b>California</b>		
% Students Suspended	33.0	32.5	30.7
% Students Expelled	0.1	0.1	0.1

**Teaching Load**

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2014-15			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	7.0	8		
Mathematics	3.0	1		
Science	4.0	7		
Social Science	4.0	24		
	2015-16			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	5.0	30		
Mathematics	2.0	17		
Science	3.0	17		
Social Science	5.0	30		
	2016-17			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	18.0	4	2	
Mathematics	5.0	1		
Science	3.0	9		
Social Science	6.0	21		

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

**Dropouts**

Corona-Norco Alternative School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, a credit recovery program, an individual learning plan, and students are counseled to register in another program or to return to their home school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2015-16 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates (Four-Year Cohort Rate)			
CNA			
	13-14	14-15	15-16
Dropout Rate	18.7%	25.5%	31.9%
Graduation Rate	57.3%	50.0%	55.6%
CNUSD			
	13-14	14-15	15-16
Dropout Rate	4.3%	4.1%	2.6%
Graduation Rate	92.4%	92.4%	94.9%
California			
	13-14	14-15	15-16
Dropout Rate	11.5%	10.7%	9.7%
Graduation Rate	81.0%	82.3%	83.8%

### Graduation Requirements

Students must accumulate 220 course credits and earn a passing grade in Integrated Math 1 to receive a high school diploma from Corona-Norco Alternative School. Alternative methods of acquiring a diploma are available through the continuation school and adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Corona-Norco Alternative School. The following table illustrates the percentage of students graduating from Corona-Norco Alternative School who have met district graduation requirements.

Completion of High School Graduation Requirements Graduating Class of 2016			
Group	CNA	CNUSD	State
All Students	80.25%	93.06%	87.11%
African-Amer.	100.00%	94.75%	79.19%
Amer. Indian or Alaskan Native	.00%	100.00%	80.17%
Asian	.00%	100.00%	94.42%
Filipino	66.67%	96.75%	93.76%
Hisp. or Latino	80.00%	90.59%	84.58%
Pacific Islander	.00%	86.36%	86.57%
Caucasian	83.33%	94.80%	90.99%
Multi-Racial	20.00%	89.80%	90.59%
English Learners	100.00%	65.95%	55.44%
Socioeconomically Disadvantaged	93.10%	91.28%	85.45%
Students with Disabilities	50.00%	80.63%	63.90%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Corona-Norco Alternative School revolve around the California State Standards. During the 2016-17 school year, Corona-Norco Alternative School held staff development training devoted to:

- Common Core State Standards
- Professional Learning Communities (PLC)
- Student Engagement

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-Norco Alternative School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release days. Teachers meet in both grade level and department level teams 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.

During the 2016-17 school year, Corona-Norco Alternative 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-Norco Alternative 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.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
3	5	2

### Instructional Materials

All textbooks used in the core curriculum at Corona-Norco Alternative School are aligned to the California State Standards. Standards-based instructional materials are approved by the district's Board of Education following district review of the materials to ensure their alignment with state content standards as required by CCR, Title 5, Section 9531.

On Tuesday, August 15, 2017, 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, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

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 2017-18 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.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>English Language Arts</b>		
2004	Cengage Learning, <i>High Point</i>	0 %
2007	McGraw Hill-Wright Group, <i>Achieving English Language Arts Success in California</i>	0 %
2008	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2017	Pearson, <i>myPerspectives</i>	0 %
2008	Peoples Education, <i>Measuring UP</i>	0 %
2002	Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>	0 %
<b>Foreign Languages</b>		
2012	Cheng & Tsui Company, <i>Beyond the Basics: Integrated Chinese</i>	0 %
2010	Cheng & Tsui Company, <i>Integrated Chinese Level 1</i>	0 %
2011	Cheng & Tsui Company, <i>Integrated Chinese Level 2</i>	0 %
2002	Holt, <i>Komm Mit! Levels 1, 2 &amp; 3</i>	0 %
2003	Holt, <i>Ven Conmigo! Level 1, 2 &amp; 3</i>	0 %
2002	Prentice Hall, <i>Sendas Literarias 1 &amp; 2</i>	0 %
2016	Vista Higher Learning, <i>Imagina 3e</i>	0 %
<b>Health</b>		
2006	Glencoe, <i>Foundation of Personal Fitness</i>	0 %
2008	Holt, <i>Lifetime Health</i>	0 %
<b>History-Social Science</b>		
2006	Glencoe/McGraw-Hill, <i>The American Vision: Modern Times</i>	0 %
2006	McDougal Littell, <i>California Edition, World Geography</i>	0 %
2006	McDougal Littell, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
<b>Mathematics</b>		
2008	Haese and Harris Publications, <i>Mathematics for the International Student: Mathematics HL (Core), 2nd Edition</i>	0 %
2008	HOLT Thompson Learning, <i>Calculus-Single Variable with Vector Functions</i>	0 %
2008	HOLT Thompson Learning, <i>Precalculus: Mathematics for Calculus</i>	0 %
2008	Math Teachers Press, <i>Math Standard Mastery</i>	0 %
2008	McDougal Littell, <i>Algebra 1</i>	0 %
2008	McDougal Littell, <i>Geometry</i>	0 %
2007	Peoples Education, <i>Measuring UP</i>	0 %
2008	Prentice Hall, <i>Algebra 2</i>	0 %
2008	Prentice Hall, <i>CME Integrated Math I, II &amp; III</i>	0 %
2008	Prentice Hall, <i>Elementary Statistics Picturing the World</i>	0 %
2008	Prentice Hall, <i>Trigonometry</i>	0 %
2012	VHPS-Bedford Fremont Worth Publishing, <i>Statistical Reasoning in Sports</i>	0 %
<b>Science</b>		
2007	Glencoe, <i>Integrated Principles of Zoology</i>	0 %
2007	Glencoe, <i>Physics: Principles and Problems</i>	0 %
2007	Holt, <i>Chemistry</i>	0 %
2007	Holt, <i>Earth Science</i>	0 %
2007	Holt, <i>Modern Biology</i>	0 %
2007	Holt, <i>Modern Chemistry</i>	0 %
2007	HOLT Thompson Learning, <i>Astronomy</i>	0 %
2011	Pearson, <i>Environmental Science: Your World, Your Turn</i>	0 %
2007	Prentice Hall, <i>Biology, California Edition</i>	0 %
2007	Prentice Hall, <i>Essentials of Oceanography</i>	0 %

2007	Prentice Hall, <i>Fundamental of Anatomy &amp; Physiology</i>	0 %
	Science Laboratory Equipment	0 %

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2016-17 Students enrolled in courses required for UC/CSU admission	89.0
2015-16 Graduates who completed all courses required for UC/CSU admission	1.5

### Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their junior year, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Corona-Norco Alternative School's technical and career education programs; the Career Center advisor 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-Norco Alternative 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

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Career center/job surveys

Work experience students are partnered with local community organizations 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 Career Center advisor.

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.

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

- Digital Imaging
- Law Enforcement
- Retail Sales and Marketing
- TV/Video Production

For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the Career Center advisor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## Professional Staff

### Counseling & Support Staff

Corona-Norco Alternative School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Corona-Norco Alternative School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.



Counselors & Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE
Academic Counselor	0	0
Computer Technician(s)	1	1.0
Health Clerk(s)	1	0.5
Nurse(s)	1	*
Psychologist(s)	1	0.2

\* as needed

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

## Teacher Assignment

During the 2016-17 school year, Corona-Norco Alternative School had 5 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	CNA			CNUSD
	15-16	16-17	17-18	17-18
Total Teachers	5	5	5	2272
Teachers with full credentials	5	5	5	2272
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	4	4	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	0

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

\*Total teacher misassignments includes the number of misassignments of teachers of English learners.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	CNUSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$61,018
Mid-Range Teacher Salary	\$92,697	\$73,555
Highest Teacher Salary	\$114,075	\$95,850
Superintendent Salary	\$342,244	\$264,457
<b>Average Principal Salaries:</b>		
High School	\$136,331	\$138,175
<b>Percentage of Budget:</b>		
Teacher Salaries	44%	35%
Administrative Salaries	5%	5%

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

### Expenditures Per Student

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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:

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

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	CNA	CNUSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$9,444	N/A	N/A	N/A	N/A
Restricted	\$727	N/A	N/A	N/A	N/A
Unrestricted	\$8,717	\$6,293	138.52	\$6,574	132.60
Average Teacher Salary	\$99,651	\$95,613	104.22	\$79,228	125.78

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

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Corona-Norco Alternative School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Corona-Norco Alternative School's SARC and access the internet at any of the county's public libraries. The closest public library to Corona-Norco Alternative School is Corona Public Library.

Address: 650 South Main St., Corona

Phone Number: (951) 736-2381

WebSite: <http://www.coronapubliclibrary.org/>

Number of Computers Available: 16

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Corona-Norco Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2017. Data to prepare the school facilities section were acquired in December 2017.